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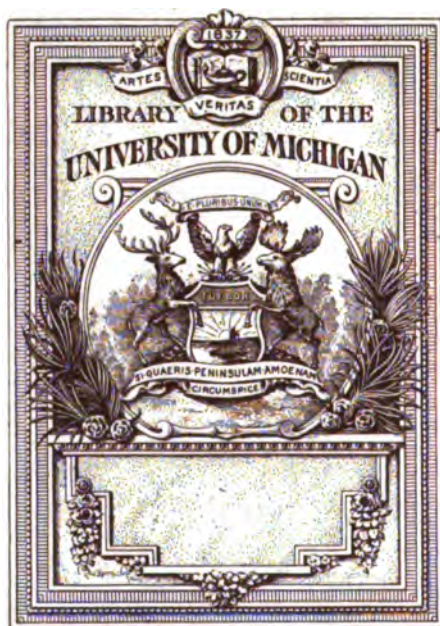
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SIXTY-SIXTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1884.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1885.

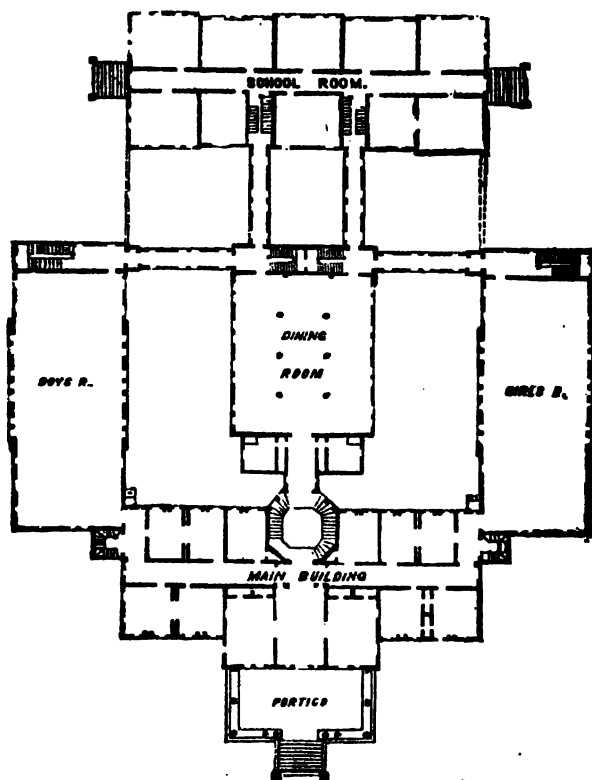
THE UNIVERSITY OF CHICAGO

1900

New York State Library for Genealogy and History 4-17-1889.



INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.

SCALE.



ALPHABET OF THE DEAF AND DUMB.

A a



B b



C c



D d



E e



F f



G g



H h



I i



J j



K k



L l



M m



N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y



Z z



&c



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CLERK.

GEO. P. GREENLEAF.

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MRS. SUSAN L. HENRY.

ASSISTANTS.

PRUDENCE LEWIS—Chief Supervisor of Girls.

LOUISA JOYCE—Matron of Primary Department.

HATTIE S. TROUT—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

NURSE.

SARAH A. FRASER.

SUPERVISORS.

WALLACE F. HOWELL.

MRS. RACHEL A. COOK.

EDWARD THIMME.

KATE E. RYER.

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SIXTY-SIXTH ANNUAL REPORT.

The Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present their Sixty-Sixth Annual Report to the Legislature.

The first thought suggested to the Board of Directors is the grateful remembrance to the people of the State through the Legislature for the constant and bountiful provision made for the education and support of the Deaf and Dumb in all parts of the commonwealth. Generally this support comes in the form of State taxation, and only in a limited form is it a direct tax upon the people of the several counties from whence pupils are sent, or may be sent, between the ages of six and twelve years, the State paying for the support of all between the ages of twelve and twenty years. The seven Institutions in the State, of which the New York Institution, represented by us, is the parent of all, open wide their doors to welcome every unfortunate of this class of persons, and they are found in every part of the Commonwealth. All that the State asks is a *bona fide* State residence of three years and minds capable of development.

There is ample room for all, complete support for all, free education, rooms, books and equipment for all, clothing for all in established State Institutions, and for this the Board of Directors tender their thanks to the Executive of the State and the Representatives of the people in the laws now passed, approved and enforced.

In this, the parent Institution, our conviction is that the system of instruction is as complete as in any part of the world. For many years it has embraced the dual methods of teaching by the voice and in the sign language. What there is best in both systems has been and is recommended and adopted with capable instructors in each department, and with this double form of instruction imparted to the same pupils

whenever the dual methods are practicable and desirable. But where the lips can be used to read human conversation or the voice used to give expression by words and sentences, it is observable that the young pupils and those of a mature age resort often, in preference, to the sign-language for inter-communication.

The trials which have been made, however, demonstrate in the school of experience the capacity of most of the pupils to be taught and to learn in both systems.

The sense of feeling is as keen in the deaf and dumb as in those who speak and hear. They can feel a drum beat and keep step to its music, as well as the thunder in the Heavens or the trembling of the earth. What can be done and what is accomplished in teaching the deaf to hear, the dumb to speak, the blind to see, through the sense of feeling, is a part of the work performed in the New York Institution, where there have been for several years pupils triply afflicted in these three misfortunes. In the mysteries of Providence, shown in the works of God to man, we feel, with the examples before us, that nothing tending to complete human development and to effect the melioration of mankind is impossible.

The report of the Principal of the Educational Department, will show in detail the progress made during the year past in the education of all ages and classes of pupils in the two methods of instruction.

A like report will show the work of what is known as the department of administration. This service is directed by a chief officer serving both as Superintendent and Physician. Under it and advising it in the medical service are two consulting physicians who are members of the Board. There are also the Steward, the male and female Supervisors of each department, the Matron, and those employed in the varied and necessary industries of the Institution. Herein, apart from the corps of teachers, is the chief expense of the Institution, and the reports which follow will show the full work of the fiscal year ending September 30th. The Executive Committee have the direction of this department of service subject to the approval of the full Board, and this full approval upon reports made by committees is the uniform practice in the government of the Institution. The Mechanical and Industrial departments of the Institution, it will be seen, show reasonable progress, but in these departments, as in all conditions of human life and work, there is always room for improvement.

Nothing in the history of Education at home and abroad has been more marked or more eventful in results than the instruction of the deaf and dumb. The advance has been from the densest ignorance, dependence and seeming hopelessness of improvement, to those developments in mind and culture which have changed an age and life of

despair to one of almost the highest intellectual attainment, and in very many examples, of complete self-support and personal independence.

During the present year, the Board of Directors have given more attention than ever before to the department of drawing and painting, and the experiment, as far as tried, meets their best expectations. In each of these departments may be found means of self-support, and where there is natural taste and talent for this work, success is well assured. Many of the pupils show entire devotion to these studies, but only so much time is given to works of art as is not inconsistent with proper attention to the essential branches of learning. Where there is a real taste for this kind of cultivation, the progress made is rapid and satisfactory.

The new department, we believe, will enable us to confer practical benefit upon very many of our pupils. All of them will be taught drawing from nature, and special talent will receive technical and practical training in the various branches of decorative art.

The success already attained, is in the highest degree encouraging, and the reputation of Madame Le Prince, the managing professor, who, with her husband, was at the head of one of the most successful art schools of the day, at Leeds, England, gives promise of advanced work. It is expected that these new facilities, so far from increasing the expense of instruction, will diminish it, as it will not be long before our pupils will be able to fill orders that will bring a direct pecuniary return.

The health of the pupils during the year has been uncommonly good, with very little sickness and no death. During the year, Dr. F. C. Riley, the Ophthalmic and Aural Surgeon of the Institution, has performed two operations, one of them a case of iridectomy, or the making of an artificial pupil, the original pupil having been obliterated by disease in the patient before operated upon. The second case was the re-establishment of a tear passage which was occluded, causing the patient great annoyance by the constant flow of tears. The pupils of this Institution are, as a rule, reported as remarkably free from ocular disease of a contagious nature.

The number of pupils under instruction within the year, from October 1, 1883, to October 1, 1884, was 419—to wit: males 270, and females 149. The number of pupils on the school rolls from September 1, 1883, to September 1, 1884, was 399, which also represents the highest number at any one time.

The number of teachers assisting the Principal within the year was 19, of whom 4 have retired, leaving in active service 15. Of these, 2 are devoted to the Department of Art. Ten teach 2 classes each per

day, doing the work of 20 teachers by laboring twice the usual number of hours, and thus enabling 13 to teach 23 classes.

Of the 15 teachers, 7 are males and 8 females. The girls are all taught by persons of their own sex, and in no case are they taught in a class with boys.

The Board, in its full list of twenty-four members, has to record the death, in March, 1884, of WILLIAM H. FOGG, for four years in the service of the Board, and one of its most charitable and valuable members. A proper record of his death will be found in the minutes of March 18th.

NEW YORK, *December*, 1884.

ERASTUS BROOKS,
President.

THATCHER M. ADAMS,
Secretary.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1884.

EXPENDITURES.

Groceries and Provisions.

Apples, 6 barrels.....	\$20 80
Baking powder, soda, etc.....	57 65
Beans, 6 barrels.....	65 74
Berries, 694 quarts.....	82 21
Buckwheat meal, 252 pounds.....	9 88
Butcher's meat, 118,361 pounds.....	10,074 15
Butter, 14,973 pounds.....	3,550 96
Canned goods.....	136 30
Cartage and freight.....	567 60
Cheese, 622 pounds.....	90 84
Cider and vinegar, 6 barrels.....	54 30
Chocolate, 36 pounds.....	12 36
Coffee, 3,189 pounds.....	441 69
Codfish (boneless), 1,175 pounds.....	100 07
Corn-starch and tapioca, 120 pounds.....	12 67
Cranberries, 2 barrels.....	13 50
Crackers, 1,009 pounds.....	97 05
Dried Fruits, 1,438 pounds.....	136 27
Eggs, 1,310 dozen.....	331 80
Flavoring extracts.....	38 03
Flour, 533 barrels.....	3,316 28
Fresh fish.....	617 78
Gelatine and ginger.....	16 95
Grapes.....	11 33
Hominy, 18 barrels.....	84 00
Hops, malt and yeast.....	47 95
Horse Radish, 10 dozen.....	10 00

Carried forward..... \$19,998 16

Brought forward.....	\$19,998 16
Ice, 124,780 pounds.....	255 20
Indian meal, 4 bags.....	7 76
Lard, 1,382 pounds.....	141 33
Lemons and oranges, 7 boxes.....	29 24
Macaroni, 50 pounds.....	5 63
Muckerel, 8½ barrels.....	135 55
Maple syrup and sugar.....	20 33
Milk, 77,618 quarts.....	4,268 96
Molasses and syrups, 1,103 gallons.....	340 11
Mustard, 152 pounds.....	48 36
Oatmeal, 14 barrels.....	95 50
Pears and plums.....	14 46
Peaches, 33 baskets.....	40 90
Pepper, 102 pounds.....	21 70
Pickles.....	30 35
Pork (salt), 2½ barrels.....	45 50
Potatoes, 427 barrels.....	697 05
Potatoes (sweet), 13 barrels.....	40 60
Poultry, 912 pounds....	148 86
Raisins, 11 boxes.....	28 00
Rice, 4,385 pounds.....	303 26
Salt, 21 sacks.....	31 78
Sardines, 325 boxes.....	93 62
Smoked meats, 7,515 pounds.....	870 91
Smoked fish, 38 pounds.....	7 08
Spices.....	11 41
Sugar, 16,593 pounds.....	1,241 79
Sweet oil, 1 case.....	7 50
Tea, 983 pounds.....	287 98
Vegetables.....	29 92

29,298 80
Clothing.

Bathing sponges and brushes.....	26 00
Braid, binding and trimming.....	16 78
Buttons.....	20 96
Cambric, 531 yards.....	28 07
Camphor and larkspur seed.....	5 20
Cartage and freight.....	42 25
Cash advanced pupils.....	358 59

Carried forward.....

\$497 85 \$29,298 80

Brought forward.....	\$497 85	\$29,298 80.
Cheviot, 48 yards.....	4 47	
Check, 270 yards.....	27 74	
Coats, 17.....	66 00	
Cloaks, 9.....	27 10	
Cord, elastic and webbing.....	11 99	
Collars (linen), 14 dozen.....	12 60	
Collars (paper), 13,500.....	138 55	
Combs, 20½ dozen.....	21 61	
Corsets, 4½ dozen.....	27 94	
Denims, 100 yards.....	14 00	
Diaper, 17 pieces.....	17 00	
Drawers, 16½ dozen.....	80 63	
Dress goods, 492 yards.....	82 27	
Dress linings, 275 yards.....	31 99	
Flannel, 58 yards.....	12 27	
Gingham, 2,269 yards.....	205 67	
Hair cutting.....	26 31	
Hair, nail and tooth brushes, 11 dozen.....	13 00	
Hats and caps, 43 dozen.....	173 63	
Handkerchiefs, 42 dozen.....	32 78	
Hoods, 1 dozen.....	3 50	
Hose and half hose, 78½ dozen.....	165 50	
Jean, 148 yards.....	11 83	
Knitting cotton and yarn, 29 pounds.....	15 48	
Linen thread, 19 pounds.....	15 20	
Mittens, 7½ dozen.....	16 00	
Neckties, 38 dozen.....	44 25	
Overalls and jumpers, 3½ dozen.....	20 50	
Pants, 5 pair.....	18 50	
Pins and needles.....	35 85	
Ribbons.....	30 30	
Rubber overshoes, 42 pairs.....	16 34	
Scissors and grinding... ..	17 00	
Sewing machine needles and repairs.....	15 22	
Sewing silk and twist.....	12 02	
Skirts, 1 dozen.....	9 00	
Shirting, 2,961 yards.....	261 68	
Shoe blacking and brushes.....	35 50	
Spool cotton, 151 dozen.....	82 07	
Suiting, 552 yards.....	69 00	
Suits boys' clothing, 54.....	488 25	

Carried forward.....	\$2,908 39	\$29,298 80
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Brought forward.....	\$2,908 39	\$29,298 80
Suspenders, 19 dozen.....	35 29	
Thimbles, 2 gross.....	3 17	
Trunks, bags and repairs.....	4 35	
Undershirts and undervests, 23 dozen.....	134 50	
Vests, 8 dozen.....	60 00	
Wages of Seamstresses.....	993 50	

Shoe Shop.

Leather and findings.....	2,126 48	
Wages of Shoemaker	900 00	
Cartage.....	15 00	
Rye flour for paste.....	1 75	
	<hr/>	3,043 23

Tailor Shop.

Cassimere, 1,547 yards.....	1,197 98	
Linings and trimmings.....	1,140 02	
Wages of tailor and tailoresses..	927 00	
Cartage.....	12 00	
	<hr/>	3,277 00
		<hr/>
		10,459 43

Furniture.

Ash can.....	2 50	
Baskets and repairs.....	41 10	
Bath brick and silicon.....	7 10	
Britannia pitchers, 2 dozen.....	44 00	
Brooms, 26 dozen.....	97 25	
Brushes, 25½ dozen.....	91 25	
Carpeting, 164½ yards.....	207 98	
Cartage.....	136 00	
Clocks and repairing.....	20 00	
Clothes-lines and pins.....	3 00	
Coal hods, 6.....	3 40	
Cotton batting.....	2 52	
Crash, 643 yards.....	66 22	
Crockery and glass-ware.....	111 92	
Damask, 22½ yards.....	15 87	
Feather dusters, 7	7 50	
Hand truck.....	4 50	
Iron bedstead repairs.....	1 50	
Knives and forks.....	6 87	

Carried forward.....	<hr/>	\$870 48	\$39,758 23
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Brought forward...	\$870 48	\$39,758 23
Linen thread.....	4 07	
Looking glasses, 2 dozen.....	10 35	
Mats, 3.....	6 75	
Matting, 215 yards.....	140 78	
Mattresses made and re-made, 428.....	263 00	
Mops and handles, 8½ dozen.....	24 00	
Napkins and doyles, 3½ dozen.....	6 31	
Pails, 3 dozen.....	9 00	
Repairing furniture.....	23 78	
Repairing tin and copperware.....	114 08	
Replating table ware.....	55 55	
Rubber sheeting, 59½ yards.....	32 13	
Russia Iron meat-pans, 8.....	18 00	
Sheeting, 1,708 yards.....	260 64	
Small kitchen wares.....	6 16	
Stove repairs, pipe, polish, etc.....	80 50	
Straw, 14,145 pounds.....	154 70	
Table covers.....	57 15	
Tin ware.....	107 19	
Towels, 13 dozen.....	37 83	
Toweling, 446 yards.....	69 57	
Tuning piano.....	2 00	
Whisk brooms, 4 dozen.....	11 25	
Window shades and repairing.....	68 74	
Wooden ware.....	8 70	
Wages of Seamstresses.....	517 27	
		2,959 96

Building and Repairs.

Painting and glazing.....	886 65
Lumber.....	855 81
Mason work and material.....	841 70
Labor.....	425 25
Repairing roofs, gutters and leaders.....	413 98
Pipe and fittings.....	306 61
Hardware and tools.....	254 58
Kalsomining and whitewashing.....	249 85
Road gravel and cartage of same (50 tons).. <td>125 00</td>	125 00
Steam boiler feeder.....	120 00
Cartage.....	85 70
Repairing ranges.....	69 39

Carried forward.....	\$4,634 52	\$42,718 19
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Brought forward.....	\$4,634 52	\$42,718 19
Iron and blacksmithing.....	63 11	
Repairing sinks.....	48 55	
Plumbing.. ..	41 78	
Repairing ventilators.....	35 74	
Cleaning vaults.....	30 00	
Repairing steam engine.....	29 41	
Repairing ice box.....	26 04	
Repairing elevator.....	24 47	
Fence wire.....	8 75	
Repairing furnace.....	7 75	
Drainage.....	5 21	
Weather strips.....	4 90	
Felting.....	3 50	
Wire cloth.....	1 87	
Wages of carpenters.....	1,679 79	
		6,645 39

Fuel and Lights.

Anthracite coal, 1,234 tons.....	5,028 65	
Gas, 1,134,300 feet.....	2,552 13	
Hoisting, shoveling and carting coal.....	935 10	
Charcoal, 270 barrels.....	175 50	
Sperm oil, 16 gallons.....	22 55	
Matches, 11 gross.....	18 00	
Coal barrows.....	14 00	
Coal shovels, 10.....	7 64	
Kerosene oil and wicking.....	4 90	
Hose coupling, etc.....	4 65	
Candles.....	3 00	
Wages of engineer and firemen.....	1,665 00	
		10,431 12

Printing.

Paper and cards.....	312 96	
Folding and binding.....	57 18	
Cartage.....	49 30	
Type and furniture.....	25 00	
Re-covering rollers.....	24 50	
Sperm oil, 4½ gallons.....	8 88	
Traveling expenses.....	8 75	
Ink	8 50	
Postage.....	6 00	

Carried forward.....	\$501 07	\$59,794 70
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Instruction of the Deaf and Dumb.

23

Brought forward.....	\$501 07	\$59,794 70
Repairing press.....	2 25	
Benzine.....	21 40	
Wages of printers.....	1,502 63	
	<hr/>	2,027 35

Stable.

Oats, 187 bags.....	233 40	
Ground feed, 117 bags.....	158 66	
Horse shoeing.....	108 75	
Hay, 12,015 pounds.....	101 97	
Repairing wagons.....	99 50	
Repairing harness, and 1 new set.....	74 35	
Lap robes, blankets and tools.....	37 02	
Cartage.....	7 86	
Hose and couplings.....	6 30	
Oil meal.....	3 25	
Wages of stableman.....	300 00	
	<hr/>	1,131 06

Washing.

Hard soap, 14,052 lbs.....	857 35	
Starch, 1,720 lbs.....	92 80	
Sal soda, 3,250 lbs.....	48 72	
Sapolio, 11 boxes.....	48 00	
Cartage.....	24 60	
Blueing, 10 cases.....	19 00	
Castile soap, 67 lbs.....	8 94	
Javelle water, 8 gallons.....	6 00	
Wages of laundresses.....	1,735 52	
	<hr/>	2,840 93

Farm and Garden.

Manure, 97 loads.....	121 25	
Tools and repairs.....	91 36	
Seeds, etc.....	45 71	
Cartage and freight.....	11 96	
Potato bags.....	6 35	
Land plaster.....	3 90	
Wages of farmer and gardeners.....	1,215 00	
	<hr/>	\$1,495 53
Carried forward.....		\$67,289 57

Brought forward.....	\$67,289 57
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Hospital.

Medicines and supplies.....	359 42
Wages of nurse.....	240 00
	<hr/>
	599 42

Schools.

Books, slates and stationery.....	903 54
Postage stamps.....	125 00
Initiatory expenses of the School of Industrial and Technical Art.....	80 11
Prizes.....	69 37
Type writer and Repairs.....	58 00
Supplies for Stereopticon.....	40 68
Cartage.....	37 25
Philosophical Instruments.....	7 49
Ribbon for Diplomas.....	5 10
Salaries of Principal and Instructors.....	21,921 42
	<hr/>
	23,247 96

Salaries of Superintendent, Steward and assistants.....	5,815 04
Salaries of matrons.....	1,124 04
Salaries of supervisors.....	1,708 91
Wages of housekeeper, baker and cooks.....	2,007 52
Wages of waiters, chambermaids and laborers.....	6,341 96
Traveling expenses.....	237 48
Subscription to American Annals of the Deaf and Dumb.....	194 00
Blank books and stationery.....	185 02
Postage and revenue stamps.....	175 54
Wrapping paper and twine.....	76 69
Tissue manilla.....	66 50
Delegation to Convention of State Charities, Louisville, Ky.....	50 00
Expense of pupils to American Institute Fair.....	45 35
Cartage and Expressage.....	34 64
Advertising.....	26 65
Alcohol.....	20 48
Newspaper Subscriptions.....	20 46
Maintenance of Fire Alarm.....	20 00
Entertainment for Pupils.....	15 00
Repairing time detector.....	8 00

Carried forward.....	\$109,310 23
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Instruction of the Deaf and Dumb.

25

Brought forward.....	\$109,310 23
Telegrams.....	5 94
Insect powder.....	5 03
Bust of Laura Bridgman.....	5 00
Drum heads and sticks.....	4 44
State Manual.....	2 21
	<hr/>
	\$109,332 85
	<hr/>

RECEIPTS.

From Comptroller of the State, for State Pupils—Board and Tuition.....	\$75,973 48
From Paying Pupils, for Board and Tuition.....	1,292 17

From—	Clothing State pupils.	Support of County pupils.	Total.
Albany County..	480 67	1,265 00	1,745 67
Allegany “ ..	60 00		60 00
Broome “ ..	30 00		30 00
Chautauqua “ ..	110 42	48 17	158 59
Chenango “ ..	30 00		30 00
Clinton “ ..	30 00		30 00
Columbia “ ..	60 00	600 00	660 00
Delaware “ ..	30 00	295 00	325 00
Dutchess “ ..	152 25	570 83	723 08
Erie “ ..	18 83		18 83
Essex “ ..	30 00	300 00	330 00
Jefferson “ ..	30 00		30 00
Kings “ ..	903 44	5,019 61	5,923 05
Lewis “ ..	30 00		30 00
Livingston “ ..	30 00		30 00
Monroe “ ..	30 00		30 00
New York “ ..	4,366 29	8,814 51	13,180 80
Niagara “ ..	24 25		24 25
Oneida “ ..	30 00		30 00
Ontario County..	19 33		19 33
Orange “ ..	427 49	1,063 33	1,490 82
Oswego “ ..	30 00		30 00
Putnam “ ..	30 00		30 00
Queens “ ..	176 25	600 00	776 25
Rensselaer “ ..	100 25	300 00	400 25
Richmond “ ..	120 00		120 00
Rockland “ ..	120 00		120 00
Saratoga “ ..		300 00	300 00
Schoharie “ ..	116 75		116 75
Stauben “ ..	30 00		30 00

Carried forward, \$7,646 22 \$19,176 45 \$26,822 67 \$77,265 65

	Clothing State pupils.	Support of County pupils.	Total.	
Brought forward,	\$7,646 22	\$19,176 45	\$26,822 67	\$77,265 65
Suffolk " ..	90 00		90 00	
Sullivan " ..	180 00	498 33	678 33	
Tioga " ..	10 00		10 00	
Ulster " ..	251 16	182 50	433 66	
Warren " ..	30 00	274 17	304 17	
Washington " ..	54 50	296 67	351 17	
Westchester " ..	328 33	285 00	613 33	
Wyoming " ..	60 00		60 00	
	<hr/>	<hr/>		
	\$8,650 21	\$20,713 12		20,363 33
From printing....				1,315 55
From sales of grease and refuse.....				227 85
From discount on audited bills.....				91 58
From sales, live stock.....				77 50
From sales, dry goods.....				64 20
From sales, rags and old paper.....				49 58
From sales, empty barrels.....				40 80
From sales, shoe shop account.....				26 15
From keep of horse.....				17 10
From sales, carpenter shop account.....				13 00
From sales, old iron.....				10 80
From sales, wood.....				8 00
From sales, groceries.....				7 29
From medicines.....				1 50
From real estate fund to make good deficit for the year..				752 97
				<hr/>
				<u>\$109,332 85</u>

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 348, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

BUILDING FUND.		CR.
DR.		
1883.		
October 1.	To balance from old account.....	1884.
	" interest received	September 30. By balance to new account
		\$33,821 36
		995 86
		34,816 72
1884.		
October 1.	To Cash balance from old account.....	34,816 72
DR.		CR.
REAL ESTATE FUND.		
1883.		
October 1.	To balance from old account.....	28,269 84
	" final dividend on account Legacy of Daniel Marley.....	349 30
	" balance of distributive share of income and interest upon Legacy of Eliza Mott.....	405 54
	" Donation from George A. Docketa-der, Esq.....	25 00
	" interest received.....	488 18
		29,537 86
1884.		
October 1.	To balance from old account.....	28,784 89
		CR.
		By amount transferred to General Account to make good deficit for the year ending Sep-tember 30th, 1884.....
		" balance to new account.....
		752 97
		28,784 89
		CR.
		MEM.—General Account owes for cash advanced to make good deficits, \$25,854.70.
		29,537 86

DR.	LIBRARY FUND.		CR.
1883.			
October 1.	To balance from old account.....	\$4,408 74	\$ 801 50
	" interest.....	157 19	4,259 43
		4,566 98	4,566 98
1884			
October 1.	To balance from old account.....	4 259 43.	

DR.	FRIZZELL FUND.		CR.
1883.			
October 1.	To balance from old account.....	2,446 30	By balance to new account.
	" interest.....	89 76	
		<u>2,536 06</u>	<u>2,536 06</u>
1884.			
October 1.	To balance from old account.....	2,536 06	

DR.	HARRIET STONER FUND.		CR.
1883.			
October 1.	To balance from old account.....	146 51	By balance to new account.....
	" interest.....	5 52	
		152 03	
			152 03
1884.			
October 1.	To balance from old account.....	152 03	

DR.	CARY FUND.		CR.
1883.			
October 1.	To balance from old account.....	\$100 71	By balance to new account.....
	" " interest.....	3 78	
		104 49	
1884.			
October 1.	To balance from old account.....	104 49	
			104 49
DR.	RECAPITULATION.		CR.
Real Estate Fund.....	28,784 89	Cash in United States Trust Co.....	19,494 68
Building Fund.....	34,316 72	" " N. Y. Life Insurance and Trust Co.....	4,395 62
Library Fund.....	4,259 43	" " Inst. for Savings of Merchants Clerks....	5,839 52
Frizzell Fund.....	2,336 06	" " Seaman's Savings Bank.....	1,723 49
Harriet Stoner Fund.....	152 03	" " Merchants' National Bank.....	801 31
Cary Fund.....	104 49	Bonds and Mortgages.....	89,000 00
	\$70,658 62		\$70,658 62

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 24th }
day of October, 1884. }

ANDREW WARNER,

Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS,
Treasurer.

Report of the Administrative Department.

The former Superintendent and Physician, Dr. J. C. Carson, having resigned to take charge of the State Asylum for Idiots at Syracuse, before the preparation of the Report, and his successor not having entered upon his duties, no extended report is at present submitted. The following details usually embraced in the Superintendent's report are furnished by the Steward.

MOVEMENT OF THE POPULATION.

	Males.	Females	Total.
Number present September 30, 1883.....	232	115	347
Former pupils re-admitted.....	18	18	31
New pupils admitted.....	20	21	41
Whole number.....	270	149	419
Number who have left during the year	23	6	29
Number connected with the Institution September 30, 1884.....	247	143	390

MEDICAL RECORD.

The health of the Institution has been unusually good.

RECORD OF DISEASES TREATED.	PUPILS.		Officers, teachers and em- ployes.	Total.
	Males.	Females.		
Abscess.....	1	3		4
Amenorrhœa.....		4	6	10
Anæmia.....			3	3
Bronchitis.....	11	17	1	29
Carbuncle.....	1			1
Conjunctivitis.....		2		2
Cholera Morbus.....			1	1
Diarrhœa.....	1			1
Debility.....		1		1
Dacrocystitis.....		1		1
Epilepsy.....		2		2
Eczema.....		1		1
Gastric Derangement.....		1	1	2
Glandular Swelling.....		1		1
Injury.....	16	3	2	21
Intertrigo.....	1	1		2
Ivy Poison.....	1	1	3	5
Jaundice.....	1			1
Lumbago.....			1	1
Malaria.....	4	1	2	7
Mumps.....	10		1	11
Neuralgia.....		1	1	2
Phthisis Pulmonalis.....	1	1		2
Peritonitis.....			1	1
Quinsy.....			1	1
Rheumatism.....	1		2	3
Scarlatina.....	1			1
Tonsilitis.....	4	6	2	12
Typhoid Fever.....	1			1
Ulcer.....		1		1
Urticaria.....	1			1

INDUSTRIAL.

The exhibit of the industrial work in the different departments of practical education is as follows :

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Educational Department.....	\$32 75
For the Administrative Department.....	152 75
Printing Annual Report....	500 00
Custom work (Cash).....	1,815 55
	<hr/>
	\$2,001 05

CARPENTER SHOP.

Estimated value of new work and repairs done for the Institution.....	\$3,127 30
	<hr/>
	\$3,127 30

SHOE SHOP.

Number of pairs of shoes made....	609
Cost of 679 pairs of shoes distributed.....	\$1,950 25
Cost of repairing 1,180 pairs of shoes	822 75
Custom work (Cash).....	26 15
	<hr/>
	\$2,799 15

TAILOR SHOP.

Number of coats made.....	187
Number of jackets made.....	205
Number of pairs of pants made.....	476
Number of vests made....	108
Number of straw ticks made.....	44
Number of boys' aprons made ...	90
Cost of 180 coats distributed.	\$664 00
Cost of 202 jackets distributed....	492 25
Cost of 438 pairs of pants distributed....	1,269 45
Cost of 109 vests distributed.....	194 00
	<hr/>
	\$2,620 40

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced, and used in the Institution.)

Apples, 150 barrels.....	\$225 00	Brought up.....	\$2,919 89
Beans, 77 bushels.....	96 25	Parsley, 695 bunches...	55 60
Beets, 260 bushels...	195 00	Pears, 16 bushels... ..	16 00
Cabbage, 6,379 heads...	382 74	Peas, 57 bushels.....	57 00
Carrots, 58 bushels.....	58 00	Peppers, 3½ bushels....	3 50
Celery, 150 dozen.....	240 00	Pie plant, 756 bunches.	45 36
Chickens, 38 pairs.....	19 00	Potatoes, 130 barrels...	208 00
Cucumbers, 27 bushels.	20 25	Radishes, 186 bushels..	111 60
Eggs, 250 dozen	62 50	Spinach, 144 barrels...	288 00
Egg plant, 88.....	12 45	Sprouts, 40 barrels.....	50 00
Grapes, 490 pounds...	19 60	Squash, 218.....	32 70
Leeks, 150 doz. bunches	150 00	Sweet corn, 1,146 dozen	286 50
Lettuce, 176 barrels ...	352 00	String beans, 96 bushels	96 00
Milk, 18,020 quarts....	991 10	Tomatoes, 443 bushels..	443 00
Onions, 96 bushels.....	96 00	Turnips, 53 bushels ...	15 90
Amount carried up...	2,919 89		\$4,629 05

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	271	Sheets.....	457
Chemises.....	192	Shirts.....	426
Drawers.....	357	Skirts.....	54
Dresses.....	307	Table cloths.....	110
Napkins.....	60	Towels.....	1,066
Night dresses.....	143	Waists.....	60
Pillow cases.....	474		

ACKNOWLEDGMENTS.

As in several previous years, we are indebted to the officers of the New York, Lake Erie & Western, and New York, Ontario & Western Railroads, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with the teachers and officers of the Institution who accompanied them.

To the Manhattan Elevated Railroad Co., for half fare for the pupils attending the American Institute Fair.

Instruction of the Deaf and Dumb.

To Geo. A. Dockstader, Esq., for cash donation, \$25.

To Mrs. Turner, the mother of one of the pupils, for a donation
of cakes and oranges for the fifty little boys at the Mansion House.

Respectfully submitted,

CHAUNCEY N. BRAINERD,

Steward.

Oct. 1, 1884.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1884.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anhalt, George, Jr.....	New York.....	New York.
Avans, James.....	Brooklyn.....	Kings.
Avans, Frank.....	Brooklyn.....	Kings.
Baars, Frederick W....	Brooklyn.....	Kings.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley....	Putnam.
Bauer, Michael.....	New York.....	New York.
Baxter, Archibald McL....	New York.....	New York.
Bechard, Alfred.....	Cohoes.....	Albany.
Beck, Herman F.....	Brooklyn.....	Kings.
Berner, George.....	New York.....	New York.
Berray, Seymour A.....	Walton.....	Delaware.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Beyer, Henry.....	New York.....	New York.
Bingham, Walter L.....	Mebanesville.....	North Carolina.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockmann, Isaac.....	New York.....	New York.

Name.	Town.	County.
Brown, Daniel H.....	New York.....	New York.
Brown, Joseph E.....	New Paltz	Ulster.
Buermann, Henry.....	New York.....	New York.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.
Butterly, Peter, Jr.....	New York.....	New York.
Calwell, William.....	Albany.....	Albany.
Capelli, Anthony.....	New York.....	New York.
Carlman, Thure E.....	Albany.....	Albany.
Caton, James H.....	Lloyd	Ulster.
Chase, Melvin B.....	Warrensburg.....	Warren.
Chinery, John F.....	New York.....	New York.
Clinton, Richard T.....	New York.....	New York.
Cohen, Henry.....	New York.....	New York.
Coombs, William.....	New York.....	New York.
Cory, Charles.....	Saratoga Springs...	Saratoga.
Costuma, David.....	New York.....	New York.
Cotter, William, Jr.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cullen, John.....	Brooklyn.....	Kings.
Cunningham, Dennis.....	Hudson.....	Columbia.
Dackermann, Philip.....	Brooklyn.....	Kings.
Davis, Henry A.....	New York.....	New York.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton.....	Broome.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dunn, Ulysses G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Edwards, William S.....	Whitehall.....	Washington.
Egan, Michael.....	New York.....	New York.
Ekardt, Frederick.....	New York.....	New York.
Ellein, John A.....	Roxbury.....	Delaware.
Engle, Paul.....	Berne.....	Albany.
Enz, William.....	New York.....	New York.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan.....	Chautauqua.
Fisher, George T.....	Dunkirk.....	Chautauqua.

Name.	Town.	County.
Flanagan, Wm. H., Jr.	Newburg.....	Orange.
Fogerty, Peter J.	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.
Fosmire, William H.	Troy.....	Rensselaer.
Fried, Maxyea.....	New York.....	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Garson, Eli, Jr.	Black Brook.....	Clinton.
Gately, Patrick J.	New York.....	New York.
Geary, John H.	Syracuse.....	Onondaga.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glass, John.....	New York.....	New York.
Gleason, George.....	New York.....	New York.
Glosque, Joseph, Jr.	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Walkill.....	Orange.
Grant, Robert H.	New York.....	New York.
Gray, Charles.....	Newburg.....	Orange.
Gurnee, William.....	Walkill.....	Orange.
Hackett, William H.	New York.....	New York.
Hadden, Benjamin F.	Brooklyn.....	Kings.
Haight, Tilson W.	New York.....	New York.
Hamm, Henry.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, William I.	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Held, Henry.....	Albany.....	Albany.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.	Brooklyn.....	Kings.
Henry, Robert J.	York.....	Livingston.
Herrmann, Lewis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.	Arkwright.....	Chautauqua.
Hunt, John S.	Blooming Grove....	Orange.
Ingebrand, John, Jr.	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Jacobs, Jacob.....	Brooklyn.....	Kings.

Name.	Town.	County.
Jastram, Charles	New York.....	New York.
Jaynes, John W.	New York.....	New York.
Johnson, Philip	North Greenbush...	Rensselaer.
Joseph, Harry	New York.....	New York.
Jourdan, Frank	New York.....	New York.
Kaiser, Charles	New York.....	New York.
Kansridle, John, Jr.	New York.....	New York.
Keegan, Teddy	Brooklyn.....	Kings.
Keiserwetter, Charles	New York.....	New York.
Kennedy, Henry J.	New York.....	New York.
Kenny, Joseph S.	Watervliet.....	Albany.
Kerr, Robert S.	New York.....	New York.
King, Emmet	Richmondville	Schoharie.
Kinloy, Charles J.	Yorktown.....	Westchester.
Kistler, Jacob A.	New York.....	New York.
Knox, Frederick	Brooklyn.....	Kings.
Koenig, Carl	New York.....	New York.
Koffer, John	New York.....	New York.
Kricheldorf, William	New York.....	New York.
Krekel, George	New York.....	New York.
Lamm, Herman	Brooklyn.....	Kings.
Laucaster, Lucas C.	Cornwall.. ..	Orange.
Lange, Charles	Brooklyn.....	Kings.
Lehmer, Charles	New York.....	New York.
Lloyd, John, Jr.	New York.. ..	New York.
Long, Walter	New York.....	New York.
Long, William, Jr.	New York.....	New York.
Loos, George W.	Claverack.....	Columbia.
Lorcer, Theodore	New York.....	New York.
Lounsbury, Theodore J.	New York.....	New York.
Loyd, James B.	Westfield	Chautauqua.
Lyons, John W.	Brooklyn.....	Kings.
Maloney, John	New York.....	New York.
Manchester, George	Middleburg.....	Schoharie.
Maynard, Robert E.	New York.....	New York.
McCarthy, John	New York.....	New York.
McConnell, Gibson	Poughkeepsie	Dutchess.
McCormick, Charles	New York.....	New York.
McDonald, Andrew	New York.....	New York.
McEvoy, John J.	Fishkill.....	Dutchess.
McKerahan, Edward	New York.....	New York.
McMickle, Frank H.	Wallkill.....	Orange.
McMickle, Morris C.	Wallkill.....	Orange.

Name.	Town.	County.
McVea, Robert	New York	New York.
McVea, William	New York	New York.
Meade, Peter	Albany	Albany.
Meinken, Frederick W.	New York	New York.
Messer, Archibald	Albany ..	Albany.
Michael, Alexander	New York	New York.
Miller, George W.	New York	New York.
Miller, John C.	Goldsboro	North Carolina.
Miller, Joseph	Gilboa	Schoharie.
Miller, Max	New York	New York.
Minotti, Carlo	New York	New York.
Mitchell, Benjamin	New York	New York.
Mitchell, Peter, Jr.	New York	New York.
Mooney, John	West Farms	Westchester.
Moore, John	New York	New York.
Moore, William, Jr.	New York	New York.
Morisse, George H.	New York	New York.
Morris, William	Beekman	Dutchess.
Morris, William, Jr.	Stapleton	Richmond.
Muench, Henry	Brooklyn	Kings.
Mull, Charles F.	Albany	Albany.
Oakes, Charles D.	New York	New York.
O'Brien, John	New York	New York.
O'Connell, John, Jr.	New York	New York.
Odell, Francis	New York	New York.
Odell, George W.	Rye	Westchester.
Ogle, James	Newburg	Orange.
Ogle, John	Newburg	Orange.
Ogle, Robert	Newburg	Orange.
Ogle, William	Newburg	Orange.
Osterhout, Edwin	Richmondville	Schoharie.
O'Sullivan, Richard M.	New York	New York.
Owitz, Henry	New York	New York.
Parish, John F.	Jackson	Washington.
Paul, Andrew	Brooklyn	Kings.
Pechette, Charles	Cohoes	Albany.
Penrose, Frank T.	Norristown	Pennsylvania.
Pickruhl, Charles R.	Brooklyn	Kings.
Pitt, William J.	Haverstraw	Rockland.
Plunkett, James	New York	New York.
Porter, George S.	Liberty	Sullivan.
Powers, James	Flushing	Queens.
Probst, Herman	New York	New York.

Name.	Town.	County.
Quigg, John.....	Kingston.....	Ulster.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reimann, William H.....	Liberty.....	Sullivan.
Reininger, Joseph.....	New York.....	New York.
Resue, Wesley.....	Olive.....	Ulster.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rose, William.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rudolph, Frederick.....	New York.....	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, Charles.....	New York.....	New York.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Shanks, William G.....	Albany.....	Albany.
Sharkey, Philip.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Silliman, Frank D.....	Fulton.....	Schoharie.
Sinclair, Austin.....	New York.....	New York.
Slaven, Henry.....	Unadillar.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Louis G.....	Rensselaerville.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Sparrow, Charles H.....	New York.....	New York.
Spring, Henry.....	New York.....	New York.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Stratton, James W.....	New York.....	New York.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Sullivan, Dennis.....	Haverstraw.....	Rockland.

Name.	Town.	County.
Taplin, John E.....	Brooklyn.....	Kings.
Thomas, Arthur L.....	Catskill.....	Greene.
Thompson, Charles T. . . .	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Toohy, Joseph.....	New York.....	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar, J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Valentine, Henry C.....	New York.....	New York.
Vandegrift, George.....	Schoharie.....	Schoharie.
Van Segger, John H.....	New Lots.....	Kings.
Wagele, Antoine.....	New York.....	New York.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Wein, Ignatz.....	New York.....	New York.
Weller, George T.....	Crawford.....	Orange.
West, Eugene A.....	Linklaen.....	Chenango.
Whalen, Edward.....	New York.....	New York.
Wicke, Frederick C.....	New York.....	New York.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmund R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zerovitch, Harry.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.

FEMALES.

Ackermann, Josephine B..	Yonkers.....	Westchester.
Adams, Florence.....	Brooklyn.....	Kings.
Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Ashmead, Amelia S.....	Jamaica.....	Queens.
Atwell, Ida M.....	Denning.....	Ulster.
Austin, Almada M.....	Watertown.....	Jefferson.
Austin, Anna E.....	Brooklyn.....	Kings.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.

Name.	Town.	County.
Baldwin, Catherine.....	Cambridge.....	Washington.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Blackman, Katie.....	Deer Park.....	Orange.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Bryan, Annie C.....	Bound Brook.....	Somerset, N. J.
Buss, Johanna.....	Middletown.....	Richmond.
Butler, Phebe M.....	New York.....	New York.
Cheek, Mary E.....	New York.....	New York.
Ciesielskie, Julia.....	Jefferson.....	Schoharie.
Conklin, Lorena.....	Cochecton.....	Sullivan.
Coppock, Elizabeth A.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Crolius, Grace.....	New York.....	New York.
Crolius, May C.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City...	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flanagan, Mary E.....	New York.....	New York.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Youkers.....	Westchester.
Goreth, Mary F.....	Walkill.....	Orange.

Name.	Town.	County.
Grant, Maud.....	Newburg.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Haigh, Eliza V.....	New York.....	New York.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hitz, Matilda.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda	New York.....	New York.
House, Eliza M.....	Brooklyn	Kings.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Kline, Mary.....	New York.....	New York.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Elizabeth.....	New York.....	New York.
Kortright, Nellie....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Lavandoske, Rosa.....	Clarkstown.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovel, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McClurg, Edna J.....	Richmond.....	Ontario.

Name.	Town.	County.
McMickle, Malvina.....	Wallkill.....	Orange.
McShane, Mary A.....	New York.....	New York.
Miller, Emma M.....	Newtown.....	Queens.
Miller, Eunice.....	Gilboa.....	Schoharie.
Moon, Cora.....	Whitehall.....	Washington.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.
O'Keefe, Margaret.....	New York.....	New York.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peterson, Bertha.....	New York.....	New York.
Peterson, Caroline.....	Brooklyn.....	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna.....	Middletown.....	Schoharie.
Porter, Sarah A.....	New York.....	New York.
Price, Mary E.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Ray, Martha J.....	New York.....	New York.
Reese, Sophia.....	Constantia.....	Oswego.
Regan, Helen.....	New York.....	New York.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rooney, Agnes M.....	New York.....	New York.
Rosenburg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catharine.....	New York.....	New York.
Schoonmaker, Amanda....	Rochester.....	Ulster.
Sitterly, Winifred.....	Guilderland.....	Albany.
Smith, Lizzie J.....	New York.....	New York.
Snedden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Springsteen, Mary E.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Tyrell, Jeneva.....	Brooklyn.....	Kings.
Van Varick, Isabella S....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	L. I. City.....	Queens.

Name.	Town.	County.
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Wilson, Theresa.....	New York.....	New York.
Wolcott, Adelia L.....	Caton.....	Steuben.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—On the 30th of September last, closed a year fraught with blessings to upwards of 400 of those who, bereft of hearing and consequently of speech, depended, for happiness and hope, upon the philosophic methods and benevolent spirit which have characterized this Institution since it entered upon its corporate existence, on the 15th of April, 1817. Its development, like its processes, has been from the vague to the known, from the known to the unknown, till now, what to the early teachers of the deaf was shrouded in mystery has become a matter of postulates, securing to the mediocre, as well as to the gifted, a degree of certainty in mental development and attainment which they can themselves appreciate.

No longer does the deaf-mute regard himself as one whose defence is his weakness, and whose justification is his ignorance, but he accepts the responsibilities of life, and he approaches, with intrepidity, the standard set for fair attainment among those who suffer from no physical disability. He comes to the Institution, it is true, a child without a language, without traditions, isolated, ignorant, hopeless, helpless, irresponsible, but it is not long before, in the glimmer of a mental dawn, his mind goes out to other minds, the relations of things shape themselves in the relations of words, the past becomes a revelation, the present, a reality, facts and principles, an interwoven warp and woof, the future, bright and alluring, life, illumined by aspiration and exertion, encouraged by consciousness of power, while, overshadowing and regulating all, culminates conscience, recognizing consequences and accepting the idea of obligation and accountability.

This result is directly attributable to a course of instruction which allies itself to nature, and, while directing, does not thwart her, while restraining, does not maim her.

It is the misfortune of the deaf, that, owing to their absolute dependence, in the beginning, upon the idiosyncrasies of their teachers, the

too often become the victims of bigotry, which is but another name for that confined channel through which men of one idea force the tide of mental action ; and yet, they form a class whose manifold deficiencies, or rather necessities, springing from the one root of deafness, have to be met, not by one method, but by many. Destroy the root, bring into activity the lost sense, and you create conditions which take your pupil back to the position of normal infancy, and you may conduct his training from that point in precisely the same way that it would have been conducted had this sense never been wanting. But if we accept his loss not only as irretrievable, but as dating from the period of his birth, we must recognize in him a being whose mind must be reached through remaining senses that must be trained to exercises foreign to their original intent.

He thinks in visions ; he is prompted to translate these visions into visible, not audible, forms. We wish to convey to him ideas ; we follow the methods he has suggested, and present to his eye expressions which, we feel certain, he will be able to recognize. Out of this grows a system, first of natural, and secondly of conventional signs founded upon nature.

But these signs are not words. We cannot afford to leave him without the means of deriving knowledge from the written or printed page, and we must not withhold from him the ability to express his own ideas in the language which is accepted as the vehicle of thought by the community in which he dwells.

Shall this language, as originally presented to his mind, be spoken or written ? Speech finds its natural recognition in the ear ; writing, in the eye. Speech, to the profoundly deaf, consists of nothing but unheard motions—motions conveying to the untrained eye, differentiations peculiarly indistinct.

Writing and print, on the contrary, consist of visible characters distinguished with ease, and as easily grouped into separate words, and, for the purpose of convenience and rapidity in communication, finds a perfect substitute in the letters of the manual alphabet, through which words may be spelled out with a fluency always approaching, often equalling that of oral utterance. In this Institution, by an ingenious system of graded presentations, objects are associated with their written names, actions with written sentences, visible attributes, as modifying nouns and verbs, grammatically classed as adjectives and adverbs, with corresponding written words properly introduced ; and phrases and clauses having the same effect upon the primary elements of the sentence, with written expressions. To facilitate the comprehension of the relations of different classes of words, a series of symbols is taught from the outset, in connection with each word and phrase and clause introduced, so that the pupil obtains an effective, if not technical,

knowledge of grammar at every step of his progress. Obviously, the time comes when the teacher finds it difficult, by the mere gradation of exercises, to make clear the meaning of many words as used singly and in groups, especially when the concrete gives place to the abstract, and the primary and obvious to that which is metaphorical and idiomatic. Then, the use of pantomime, or ideographic gestures, and of conventional signs, which, through natural and philosophic derivation, have come to be the representatives of general terms, is found capable of cutting the Gordian Knot and of dissipating all misconception and ambiguity. Written language thus acquired, gives the pupil the ability to gain for himself knowledge from books, and to express his ideas idiomatically and correctly.

He is still, however, removed from his hearing and speaking brethren by the fact that words are spoken in his presence which he cannot recognize, and that, without the instrumentality of writing, he cannot make his wants and feelings known to those who do not understand his language of signs. It is here that philosophy suggests a further step, founded upon the fact that the utterance of spoken words is nothing more than audible phonetic spelling, which consists in placing the organs of speech in certain consecutive positions, capable of being distinguished by the eye at the same time that they give rise to sounds capable of producing an intended effect upon the ear.

To accomplish this result, the consonant and vowel sounds which enter into speech are classified :—

1st, According to the specific organs employed, known by such terms, as labial, dental and palatal ; and, 2d, according to the regulation of the breath, in producing atonic, sub-tonic, nasal and tonic effects. Thus, the powers of the labial letters, *p*, *b*, and *m*, all depend, for their expression, upon the closing of the lips, but *p*, as an initial, is atonic, or without sound in itself, and unrecognizable by the ear, till it is followed by a vowel ; *b* is sub-tonic, that is, has a modified sound, distinct in itself ; and *m* is nasal, its sound being decidedly affected by the breath passing through the nose. These distinctions are represented to the eye, by the simple closing of the lips ; without movement, in the case of *p* ; with a perceptible vibration, in the case of *b* ; and with a contraction of the nostrils, in the case of *m*.

The powers of the dentals *t*, *d* and *n*, in like manner, depend upon the close contact of the tip of the tongue with the upper teeth, and, like the three labials, are respectively, atonic, sub-tonic and nasal in their relations to the ear, while they are without movement, vibratory and accompanied by the contraction of the nostrils in their relations to the eye.

The powers of the palatals *k*, *g* and *ng*, are exhibited by pressing the tip of the tongue against the lower teeth, thus bringing the posterior

part of the tongue into near contact with the soft palate, and, in respect to each other, affect the ear and the eye in like manner with the three labials and the three dentals to which allusion has been made.

The vowel sounds are to be regarded as tonic, that is, as possessing the quality of easily flowing and distinct enunciation of tone, without obstruction from tongue or teeth or nose, capable of prolongation, and differing, so far as their appearance to the eye is concerned, according to the width and shape of the opening of the mouth.

Both tonic and sub-tonic sounds are accompanied, when at all prolonged, by inspiration, which, by expanding the chest, makes their separate individuality more apparent.

The drill to which the pupil is subjected, in connection with a constant exposition of the principles involved, is continued until he has learned to recognize the visible appearance of each of the consonant and of the vowel sounds that enter into the composition of words—at first, in a certain order, based upon classification, and afterward, in a great number of permutations, until the time comes, when, whatever elemental sound is uttered, he responds, with unfailing accuracy, by giving the corresponding letter of the manual alphabet.

Then, and not until then, are those groupings of elements which constitute syllables and monosyllabic words, given to him ; at first, slowly, so that he responds to each component part with the hand, and then more and more rapidly, till the only response possible is the gestural sign for the whole.

The solfeggio in use, a work upon the composition of which I have been obliged to bestow much labor, is based upon the plan of repeating each consonant and its combination with other consonant sounds, with each of the vowel sounds as terminals, and afterward as intermediates, and of introducing each vowel sound as the initial or intermediate of a word of which the given consonant sound is the terminal. For instance, with the consonant *p* and the vowel long *ā*, we have the phonetically spelled words, *pā*, *pāl*, *āp*, *tāp*, translated into the orthographically spelled words, *pay*, *pale* or *pail*, *ape*, and *tape*.

As the completion of the system, each pupil is to be supplied with a dictionary, at present partially in manuscript, eventually, it is hoped, to be in print, giving, in parallel columns, the phonetic and orthographic spelling of each word in common use, of which the sole syllable or the first syllable has a particular vowel for its basis.

This long process of solfeggio drill, while continued from day to day, is diversified by the repetition of simple sentences, each word of which the pupil recognizes from its elements, and repeats by both the manual alphabet and signs. The result will be, that, to all our pupils above that grade of imbecility to whose attainments nature has affixed a limit far lower than that which she has imposed upon the average

deaf-mute, we shall be able to dictate by ordinary speech, with the precision of the manual alphabet, sentences which they shall be able to write out in correct spelling, and prove that they understand, by significant signs.

The corollary of all this will be, that where the vocal organs are not impaired, the pupil will, almost unconsciously to himself, begin to speak the words he has learned to read upon the lips, and this ability will increase till there is not a word that he will not audibly pronounce, with an accuracy affected only by the absence of that natural tone and modulation which hearing alone can impart.

All this involves an amount of patience and labor sufficient to justify the inquiry whether the effort to give lip-reading and speech does not involve an expenditure of time and labor, for which there is not adequate compensation in results. How far the ability to understand what is spoken by others through the process of regarding their lips, modified, as it must be, by the slowness incident to the abnormal substitution of one sense for another, and how far the ability to speak with sufficient distinctness to be clearly understood, affected, as it cannot avoid being, by the absence of all music from the tone, is a compensation for the time and labor expended, over and above the ability simply to read and write with intelligence and precision; is a question which can be answered only by the illiterate, for they can understand and express little that does not depend on the voice alone. But, whatever concessions must be made as to the direct advantages to be derived from this training, there can be no question as to its indirect advantages.

In the first place, the attention is evoked, as it can be in no other way, to that which is concrete.

In the second place, the reasoning powers are stimulated in a manner which peculiarly adapts itself to the condition of infantile minds.

In the third place, the forms of words are, by comparing their phonetic with their orthographic spelling, indelibly fixed upon the mind.

In the fourth place, the meaning of words, without the understanding of which the pupils could not give attention to their appearance when articulated, without finding the exercise in the last degree irksome, is unfolded by the explanations required, to minds quickened and eager to receive it.

In the fifth place, the idiomatic use of words to which the illustration of their meaning constantly gives rise, is made familiar, and its study, delightful.

So that, even were the direct advantages too slight to be regarded as a compensation for the difficulties to be overcome, there would be indirect results, so valuable, as to make the apparent loss of time an actual gain.

The hours which each pupil, above the grade of juvenile, is required to devote to improvement while he is at the Institution, are 8 or 9 in the 24 and may be extended to 10 or 11—viz :

For class-room exercises,	-	-	-	4	hours.
For mechanical instruction,	-	-	-	3	“
For study,	-	-	-	2	“
<hr/>					
Amounting to,	-	-	-	9	hours.
There remain—					
For meals,	-	-	-	1½	“
For toilet,	-	-	-	1	“
For sleep,	-	-	-	9	“
For recreation and drill,	-	-	-	3½	“
<hr/>					
				24	“

Three of the teachers teach younger classes five hours a day, but, as a general rule, each teacher spends eight hours in instruction, and thus teaches two classes a day, receiving a greater compensation accordingly.

Of the four hours allotted to the instruction of each class, the first is devoted to unsectarian religious exercises occupying about ten minutes, and to the recitation of the lesson conned the previous evening; the second, to exercises in the English language; the third, to mathematics; and the fourth, to lip reading and articulation. This arrangement admits of special classification for every hour, the standard being the ability to understand and to use the English language. It sometimes happens, however, that a pupil can read a book so intelligently that he can translate it easily into signs, but finds it difficult to express his own thoughts in clear and idiomatic English, while another pupil, on the contrary, may be good in composition, but weak in translation. In this case, there is an obvious propriety in not classing these pupils together in the first and second hours, though, as a rule, the ability to comprehend and the ability to compose go together.

In arithmetic and other branches of mathematics, it is frequently the case that there is a considerable re-classification required, and, in lip-reading and articulation, even a greater.

The last named subject of instruction—to wit, articulation—has been modified by one of the most interesting discoveries in the history of deaf-mute education. At the instigation of Mr. Richard S. Rhodes, of Chicago, we have heretofore experimented with the audiphone designed by him to enable the deaf to hear, through bone conduction, sounds in the air, not addressed to any one individual in particular. We have also used the rigid metallic ear trumpet, which has surprised deaf persons, who, without it, were absolutely unconscious of abili-

ty to perceive vocal sounds, but who were keenly sensible thereof, when these sounds were uttered within its cavity. But it was reserved to Prof. E. H. Carrier, by an independent discovery (whether previously made and kept secret or not), to show that, through the flexible ear tube, fifty out of three hundred and seventy, or a little over one-seventh of the pupils in attendance at the time, were not only able to hear the voices of others, but, for the first time in years, and, in most cases, in their lives, to hear their own voices.

The result of this discovery is of the greatest importance. It is not sufficient for the pupil to hear what is said to him. He must also hear himself say the same thing. In practical instruction, the teacher first speaks to the pupil, through the flexible tube inserted in his ear, and then requires him to transfer the mouthpiece to his own lips and repeat the words that have been spoken to him. This enables him to compare his own enunciation with that of his instructor, and, after repeated trials, to imitate it with an approach to exactness. But for this, he would be entirely dependent upon the ear of his preceptor, to whom he would have to look for information as to whether he was speaking correctly or not. Now, he can depend, in great measure, upon his own ear, and merely ask of his teacher that he repeat his words a sufficient number of times to enable him to make the necessary number of comparisons.

This education of the ear and of the voice will have the effect to enable a certain number of our pupils eventually to take their place in the society of the hearing, and to converse with all individuals who may have the kindness to address them through the mouthpiece of the tube, but it will be necessary, antecedently to this, to continue, at the Institution, their instruction in the English language, so that they shall become fully conversant with its structure, words and idioms, and it will also be of great advantage to continue their instruction in lip-reading, so that they shall be able to have a greater freedom in their intercourse with others, and discern, with the eye, words not directly addressed to their ear.

The instruction in lip-reading necessarily incidental to this would be of use to that large class of persons, who are so hard of hearing that they cannot take part in general conversation, though they have sufficient hearing to enable them to follow words directly addressed to them in a loud tone of voice, and I would recommend that full provision be made for the admission of such individuals into our classes in labiology, requiring a fee from those able to pay for the additional expense required, and procuring an appropriation from the State, for the benefit of those not possessing the requisite pecuniary ability.

The number of pupils in attendance within the year covered by this report—viz., from October 1st, 1883, to September 30th, 1884—was

419 ; and for the Academic year ending August 31st, 398. For their instruction in lip-reading and other studies in language, were employed, as assistants to the principal, 16 teachers, of whom two ladies and one gentleman have retired, reducing the number of teachers in the primary and academic departments to 6 gentlemen and 7 ladies ; a corps sufficient, with the present and prospective number of pupils, to continue the work with efficiency. The value of the labors of the instructors during the Academic year, with a statement of the classification and of the studies pursued, and an account of the closing exercises is so fully given in the report of the committee appointed to conduct the Annual Examination, that it would be a work of supererogation to give a separate estimate of it in this place.

It is to be regarded as fortunate, that the retirement of Miss Caroline V. Hagadorn, from the post of teacher of drawing and painting which she has occupied for some years, has not resulted in the discontinuance of this important means of benefitting our pupils, but has rather led to a yet higher recognition of the claims of Art in the instruction of the deaf, and that the sagacity shown by the Directors in opening a convenient and well appointed suite of studios, and in engaging the services of Madame Le Prince, an artist of experience from the schools of South Kensington and of Paris, has established this department upon a basis which cannot fail to secure results far in advance of what has heretofore been considered possible in connection with Institutions of this kind. The method pursued will give to every pupil in the Institution an opportunity of receiving sound instruction in the principles and practice of drawing from Nature, while the "Advanced Classes" and "Working Studios" will afford technical and practical training in the arts of glass and pottery painting, clay modelling and casting, wood carving, wood cutting and engraving, metal work and other branches of decorative art.

This will not only elevate the character of every manual occupation in which our pupils are engaged, but will, in itself, afford lucrative employment to a considerable number. The possibilities of the scheme are already practically attested by the success, in European Exhibitions, of Mr. and Madame Le Prince's "Technical Art School," Leeds, England.

During the summer vacation, I had the opportunity of attending two very interesting conventions of instructors of the deaf.

The first was the Third Convention of American Articulation Teachers, and was held in the "Institution for the Improved Instruction of Deaf-Mutes," in Lexington Avenue, in this city, during the 25th, 26th, 27th, and 28th days of June. It was special in its character, having reference to questions pertaining solely to oral instruction. It was largely attended, and the discussions and papers were inte-

resting and important, while the investigation with regard to sensitiveness to sound, assigned to a committee of gentlemen, who have paid special attention to the subject, will, when their report is made, be likely to throw much light upon points not hitherto exhaustively treated.

The second was the Fifth Conference of Principals of American Institutions for the Deaf and Dumb, held in Faribault, Minnesota, at the State Institution, a building elegantly planned and constructed, and managed in a manner reflecting the highest credit upon the prosperous Commonwealth which maintains it. Here were gathered the principals or superintendents of twenty-six institutions, and fifty-three other persons, mostly teachers, directors and other Institution officers, who were invited to sit with the Conference as honorary members. The proceedings were continued through five days, commencing on Wednesday, July 9th, and ending on Sunday, July 13th, with a consideration of the religious phases and requirements of the work. The subjects presented were of great practical importance, and the discussion thereon took a wide range, while the papers read are to be regarded as eminently worthy of preservation in a printed form. Probably few conferences of this kind, either in this country or abroad, will be of more permanent value to our work.

These two assemblages of devoted instructors and eminent friends of the deaf showed a great advance, both in methods and results, and were of especial value, not only in furnishing the means of comparison of opinions and modes of procedure, but also, in the stimulus and inspiration they afforded.

In closing this report, it devolves upon me to make the following acknowledgments of favors bestowed. Our thanks are due and are gratefully extended to the publishers of the following periodicals and newspapers, which have contributed to the information and enjoyment of our pupils.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday School Journal, New York City.

Semi-Monthly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes' Companion, Faribault, Minn. (Two copies.)
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
Mutes' Journal, Omaha, Neb. (Two copies.)

Semi-Weekly.

New York Times.

New York World.

Weekly.

The Evangelist, New York City.

The Newburgh Weekly Journal, Newburgh, N. Y.

The Utica Weekly Herald, Utica, N. Y.

The Watertown Reformer, Watertown, N. Y.

The Rome Sentinel, Rome, N. Y.

The Saratogian, Saratoga Springs, N. Y.

The Weekly State Gazette, Trenton, N. J.

The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)

The Goodson Gazette, Staunton, Va. (Two copies.)

The Deaf-Mute Mirror, Flint, Mich. (Two copies.)

The Vis-a-Vis, Columbus, Ohio.

Deaf-Mute Hawkeye, Council Bluffs, Iowa.

The Deaf-Mute Advance, Jacksonville, Ill.

The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)

The Deaf-Mutes' Journal, New York City. (Two copies.)

The Deaf-Mute Index, Colorado Springs, Col.

The Tablet, Romney, W. Va.

The Kansas Star, Olathe Kansas.

The New Rochelle Press, New Rochelle, N. Y.

Our Little People, Rochester, N. Y. (Twenty-two copies.)

The Register, Rome, N. Y.

We have also received reports from the various Institutions at home and abroad, and two valuable works from Dr. F. Techmer, of Leipsic :

"Phonetik Fur Vergleichenden Physiologie der Stimme und Sprache," two vols. ; and

"Internationale Zeitschrift fur Allgemeine Sprachwissenschaft unter mitwirkung Der Herren ;"

favours which we have met, or will meet, in the full spirit of reciprocity.

Two important events, affecting the welfare of the Institution, demand a passing notice.

The first is the retirement, since the commencement of the present academic year, of Dr. J. C. Carson from the office of Superintendent of the Administrative Department of the Institution, to take charge of the State Idiot Asylum at Syracuse ; and the second is the assumption of the office by Dr. George S. Knickerbocker. The record of the former shows an unusual degree of health among the pupils, without the loss of a single one by death ; earnest effort to reduce the expenditures of his department without impairing its efficiency ; and

successful endeavor to increase the number of pupils in attendance. The record of the latter is yet to be made, but, judging from his antecedents, the highest expectations of usefulness are amply justified.

The success of the Institution in the past furnishes a ground of hope for yet greater success in the future, if, under the continued favor of that Divine Being, who, since the day when He sighed over the pitiable condition of a deaf-mute and in pronouncing the word "Ephphatha" conferred upon him the inestimable boon of hearing and speech, has made the instruction of the deaf one of the expressions of the religion of love that He came upon earth to establish, unfaltering faith in His promises and intelligent and earnest effort to carry out His purposes, be not wanting to those entrusted with its great work.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Dec. 1, 1884.

Report on the Annual Examination

JUNE, 1884.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—Your Examining Committee, appointed by the Board to conduct the Annual Examination of the pupils in the Institution under your charge, having performed the duties assigned to them, respectfully present the following report.

The days set apart for the purpose were Wednesday, Thursday and Friday, June the 18th, 19th and 20th, and upon the last named day the final examination for the school year was completed.

The main object kept in view throughout the examination, was to discover the extent of the progress of each individual pupil rather than to test the advancement of the pupils taken in classes. To facilitate this design, a programme, prepared by the Principal, was carried out, giving as a result the capacity of each pupil, and consequently offering a pretty fair estimate of the capability of the teachers. The questions assigned for each class, and for each particular study pursued therein, had been selected without the knowledge of the instructor, and while the work of examination was in progress, all reference to text books, conversation among the pupils, and assistance from the teachers, were strictly prohibited. Accordingly, the examination papers, when completed, offered a true index of the work performed during the academic year, by presenting the individual standing of each pupil.

While the examinations were going forward, your Committee passed from class to class, viewing the methods in operation, and the spirit in which the pupils responded. We were greatly impressed by the evident zeal with which even the youngest pupils entered into the school work. The manners of the pupils, their answers to the questions given them, and the cheerfulness which they maintained throughout the arduous work, indicated a most successful administration of the Department of Instruction.

In the special examination of the High Class, there was necessarily a deviation from the order indicated above. The examination of the Male High Class, under the instruction of Mr. F. D. Clarke, was conducted by the Rev. Mr. Reed, of the Church of the Intercession, Washington Heights, while the examination of the Female High Class, taught by Miss Ida Montgomery, was entrusted to Rev. Dr. Stoddard, of the Executive Committee. To both of those gentlemen, the Committee extend their thanks for the assistance rendered.

The examination of the pupils in Articulation and Lip-Reading, was conducted by the Rev. Dr. Gallaudet, on Friday, June 20th, in the chapel of the Institution, where a fair exhibition of the standing of the pupils in this particular branch was given. It is not going too far to say that the results were marvelous. The system in use, known as the Phonic Alphabet, had been carefully prepared by the Principal, and is evidently one of the most reliable methods yet devised for mastering the difficulties of lip-reading and articulate speech. During the year every pupil has been under instruction, and taught to recognize the consonant and vowel sounds which enter into the composition of English words when uttered singly. While it must be acknowledged that occasional errors were detected in the responses, it is but just to say that they were the exception rather than the rule. The examination gave unquestionable evidences of advancement.

In their proceedings the Committee were guided by the subjoined schedule of classes, which gives, in tabulated form, the number of pupils under instruction during the year, the number present at the examination, their standing according to the number of years under instruction, and their special and general classification.

SCHEDULE OF CLASSES, JUNE 18, 1884.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Francis D. Clarke....	8 years.....	17	15
II.	Thomas F. Fox.....	7 years.....	18	17
III.	Thomas F. Fox... ..	6 years.....	16	16
IV.	William G. Jones.....	5 years.....	21	20
V.	Luann O. Rice.....	4 years.....	21	21
VI.	William G. Jones.....	3 years.....	24	24
VII.	O. W. Van Tassell....	2 years.....	25	25
VIII.	G. C. W. Gamage.....	2 years.....	19	19
IX.	G. C. W. Gamage.....	1 to 2 years.....	19	15

KINDERGARTEN.

(Children under 10 years.)

I.	Chester Q. Mann.....	3 years.....	5	5
II.	Chester Q. Mann.....	2 years.....	16	16
III.	Chester Q. Mann.....	8 months.....	23	23
IV.	Chester Q. Mann.....	2 months.....	6	6

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

I.	E. H. Currier.....	8 years.....	1	1
II.	E. H. Currier.....	6 years.....	1	1

ARTICULATION CLASS.

E. H. Currier.....	10 mos. to 7 yrs.. . .	12	11
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HIGH CLASS.

F. D. Clarke.....	9 to 11 year.....	17	14
		261	249

II.—FEMALES.

I.	Josephine L. Ensign..	7 and 8 years.....	18	17
II.	Ida Montgomery.....	6 years.....	19	19
III.	Josephine L. Ensign..	5 years.....	20	19
IV.	Jane T. Meigs.....	4 years.....	20	20
V.	Jane T. Meigs.....	3 years.....	16	16
VI.	Myra L. Barrager.....	2 years.....	23	23
VII.	Myra L. Barrager.....	1 to 8 months.....	11	11

HIGH CLASS.

Ida Montgomery....	9 and 10 years.....	10	9
		137	134

LIP READING.

TEACHERS.	Under instruction within the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Currier.....	19	5	24	16	4	20
Elizabeth Mitchell.....	46		46	46		46
Maria Toles.....	55	72	127	53	70	123
Josephine F. Rintoul.....	89	24	113	82	24	106
Jane T. Meigs.....		36	36		36	36
Julia T. Brearley.....	50		50	50		50
	259	137	396	247	134	381

DRAWING.

Caroline V. Hagadorn.....	193	98	291	183	95	278
Chester Q. Mann.....	50		50	50		50
Josephine L. Ensign.....		20	20		20	20
Ida Montgomery.....		19	19		19	19
Francis D. Clarke.....	16		16	14		14
	259	137	396	247	134	381

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males,	261	Males,	249
Females,	137	Females,	134
Total,	398	Total,	383

For the purpose of affording, within a small space, as much information as possible upon the general examination, the Committee make mention of the class representing each year in the order of standing.

MALE DEPARTMENT.

Ninth Class.

This class is composed of nineteen pupils, with a standing of from one to two years, and is taught by Mr. G. C. W. Gamage. Four of the pupils were absent from the examination. The class embraced those pupils who had been the least time under instruction in the main building. Their studies were: The alphabet—manual, written and printed; Dr. I. L. Peet's Language Lessons, from page 90 to 152; Dr. H. P. Peet's Scripture Lessons, four sections developing the idea of God; United States History; Penmanship; Writing from Grammatical Symbols, and enumerating in figures and words up to 500.

The examination papers of the pupils in this class were very good for beginners. In United States History, correct answers were given to six questions. To the request for some sentences about God, the following productions are presented as specimens of the replies: "God is almighty and all-wise," "God never forgets." To the question "Does God ever err?" one answer read, "No, sir; God never errs." The eagerness of the little pupils to show how much they had learned, the neatness of the handwriting, and their general appearance was in the highest degree pleasing.

Eighth Class.

This class is also under the instruction of Mr. Gamage, and contains the same number of pupils as the preceding class. From the programme it is found that the standing is two years. The pupils had studied Dr. H. P. Peet's Course of Instruction Part III, 30 pages; Dr. H. P. Peet's Scripture Lessons; Written Arithmetic; Grammatical Symbols; and a model letter every second week.

In Arithmetic, correct answers in twelve cases were given to the question: "A man had two sheep, and his brother gave him five. How many had he then?" The numbers 62,868, 83,544, 62,834, 50,003, 68,430 were also added quite rapidly. The following is a specimen letter found among the papers.

"NEW YORK, June 10, 1884.

"MY DEAR FATHER:

"I am uneasy about you. I think you have forgotten me. Let me know how you are. I am well and happy. On Decoration Day, we saw the soldiers. Vacation is coming fast. I have no more to say. I remain

"Your affectionate son."

The pupils in this class showed ready familiarity with simple questions in Scripture. In fact, with all the subjects embraced in the programme the examination showed the majority of the class to be perfectly at home. The examination was alike creditable to pupils and teacher.

Seventh Class.

The seventh class, of which the standing is two years, comprises part of the pupils who were formerly connected with the Mansion House at Tarrytown, and were transferred to the main institution at the beginning of the present school year. It is under the charge of Mr. C. W. Van Tassel, and is composed of twenty-five young boys.

This class, after finishing and reviewing the Elementary Lessons, had taken up the third part of Dr. Peet's Course of Instruction, which rehearses the home history of man, from the cradle to the grave, introducing many familiar household words and phrases. With these the class showed themselves thoroughly familiar. Goodrich's History of the

United States had also been studied as far as the 56th page, and answers to such questions as "Who inhabited America before the English?" "In what order were the colonies settled?" etc., were readily given.

In arithmetic the class had been faithfully instructed, and had mastered all the fundamental rules. The following questions were asked and correctly answered: "John had 14 books, his little sister tore 8 of them to pieces. How many has he now?" Ans. 6. "Multiply 54,513, 250 by 321. Ans. 1,749,875,320." Besides the topics mentioned their course also included Peet's Scripture Lessons, Model Letters, Stories, Penmanship and Drawing. The examinations were highly satisfactory.

Sixth Class.

Class six, that having a regular standing of three years, was taught by Mr. W. G. Jones, and embraced twenty-one pupils, all but one of whom were present at the examination. The course of study pursued by this class included Child's History of the United States; Swinton's Primary Geography; Peet's Scripture Lessons; Written and Mental Arithmetic; Original Compositions; Model Letters, and Penmanship. Some sentences and answers to questions, written by the pupils of this class, are favorable specimens of the attainments of deaf-mutes after three years of instruction. Words were given for the pupils to embody in sentences of their own composition. On the word "like," one wrote; "I *like* to be at school;" on "command," "God *commands* us to love each other;" on "never," "Washington *never* told a lie."

Questions in subtraction, multiplication and division, were readily answered by the pupils. In Geography and United States History, the class showed a good standing, considering the number of years they had been at school. In the latter study, in answer to the question, "What do you know about the Indians?", the following was produced: "The red men were tall and straight in stature. Their color was red or brown, their hair long, coarse and black. By nature they were brave, cruel and revengeful. But they always remembered a kindness."

Fifth Class.

In this class, the pupils were divided, according to their standing, into two divisions, both of which were taught by Miss Luann C. Rice. As in the case of the seventh class, the pupils were formerly at the Mansion House at Tarrytown, but during the present year, they have been quartered in the Institution proper. In the first division there are eleven pupils whose course of study was De Fontaine's Wisdom Teeth; Scripture Lessons, from Section XIII; Foster's Story of the Bible; Mental and Practical Arithmetic; Language Lessons; Keep's School Stories; Model Letters and Dialogues in alternate weeks. The

The class was practiced daily in writing original compositions, and every lesson was taught by manual dictation, the pupils making responsive signs. The number and variety of the questions asked on the various topics precludes any selection of specimen papers. We give, however, an example of the general questions asked, most of which, by the way, were remarkably well answered.

“Why did Christ perform miracles?”

“When were the American Colonies declared free and independent?”

“Who was Mahomet, and what did he do?”

The second division contains ten pupils, not so advanced as in the other division. The programme of studies of this section agreed in the main with that of the first division, but there was a considerable difference in detail. The first division had made greater progress in their studies, but the examination papers of this section indicated a pretty close standing to the other division of the class.

Throughout the examination papers of this class, are exhibited evidences of as great an advancement as could be expected from children of the public schools of the same age. The class was a remarkably bright set of boys, and they certainly passed a most successful examination.

Fourth Class.

In the fourth male class there were twenty-one pupils, under the instruction of Mr. William G. Jones, with a standing of five years. Their programme of study embraced Geography, United States History, Arithmetic, Story of the Bible, and English Composition, particular attention being given to the last mentioned. On the various topics, the class sustained a very creditable examination. The following is taken from one of the papers as a specimen of Composition: “Lafayette came and helped the American Army. He spent many thousands of dollars for American independence. After the war, he went home. It being learned that he was poor, Congress voted him two hundred thousand dollars and a large tract of land. In 1824, the people of the United States were gratified by a visit from their old friend.” In the studies mentioned in the programme, the pupils of the class were all well drilled, which was fully attested by the general excellence of their replies to the questions asked.

Third Class.

There were in this class sixteen pupils, of six years' standing, under the instruction of Mr. Thomas F. Fox. The programme of study which they followed embraced Historical selections from DeFontaine's Wisdom Teeth; English Composition with grammatical analysis, History of the United States, Swinton's Primary Geography, Colburn's Mental, and Ray's Elementary Arithmetic, Foster's Story of the Bible,

Weekly Composition, and Penmanship. In geography, the class was carefully exercised in the general principles of the subject, and in the physical and political geography of our own country. In United States History, the class answered such questions as: "Who were the Pilgrims?" "What is the Constitution of the United States?" "What was the cause of the War of the Rebellion?" As a practice for composition, the class had been required to construct original sentences upon the most important phrases in the lesson for each day. The following is a specimen composition:

"Our teacher told us about Lieutenant Greeley. He was sent to the cold regions of the North, but has not been heard of for several years. So the government will send ships to look for him and his men. There will be three vessels. One of them is called the Alert. Queen Victoria gave it to the United States. The other two are the Bear and Thetis. I don't know if they will succeed. It would be wonderful if Greeley and his men were saved." These pupils acquitted themselves very creditably, making a favorable impression by the general correctness of their replies.

Second Class.

The Second Class, or that of the seventh year, comprises eighteen pupils, who were also under the instruction of Mr. Thomas F. Fox. Their course of study is in several respects different from that of the class just mentioned. In composition, they were obliged to translate signs into written language as the surest way of testing their comprehension of the subject. It was made a point to keep the pupils informed on the current news of the day, and have their opinion of important events in writing. They were also given a daily dumb-bell drill a few minutes before the hour for dismissal. In arithmetic they had gone as far as decimal fractions. The following was solved by all but three members of the class: "If 12 lbs. of coffee cost \$5½ what will 1½ lbs. cost?" The attainments of the class in composition are indicated by selections from sentences written by the pupils containing given words such as "gained," "attractive," "important." "General Grant *gained* several victories during the War of the Rebellion." "I do not think Examinations are *attractive*." "Composition is an *important* study." The class was examined in the following studies. Peet's History of the United States; Douglas's English Grammar with Symbolic Analysis; Ray's Elementary Arithmetic; Harper's School Geography; Language Exercises; Foster's Story of the Bible, and Penmanship. Satisfactory evidence was given that this course had been successfully mastered, and that the pupils possessed the ability to put their knowledge to practical use.

First Class.

The rank in studies of this class is next to that of the High Class. It is under the instruction of Mr. Francis D. Clarke, and has a general standing of eight years. There were eighteen boys in the class, most of whom have completed the regular course of study offered by the Institution. As might be expected, the programme embraced a wider range and more elevated subjects than those of the younger classes. The questions given them were on the following subjects:—History of England, English Composition, Book-keeping, Arithmetic, Geography, Grammatical Analysis, Penmanship, and Original Composition.

The classes passed a creditable examination in English history and geography. In arithmetic and book-keeping all did well, and several were quite proficient. In the former subject, the following were satisfactorily performed: "Change DXLIII into figures and words." "Change into figures, nine hundred and ninety-nine quadrillion; nine hundred and ninety-nine million, nine hundred and ninety-nine thousand, nine hundred and ninety-nine." In book-keeping, a correct bill was made out for "John Smith bought of Charles Carter 5 chairs at \$6.00; 3 bureaus at \$12.00, and 5 frames at \$37.50."

In composition, the class had been frequently practiced in writing narratives, letters and other compositions, and were kept informed as to the current events of the day. Below is given a story which was translated from the teacher's signs into composition by one of the pupils. "A man in the city said that a cat might jump, walk, run and climb, but it could not count. A boy told the man that he must be mistaken, as cats can count. He said he could prove it by his own cat. One day he went into the barn to see the kittens, and brought one into the house. When the old cat found that one was missing she mewed and seemed distressed. She came into the kitchen, and seeing her kitten, took it back to the barn. That proved that the cat could count." In all the subjects of the examination, the class passed through in a manner showing that the teacher had been skillful and diligent in teaching, and knew how to excite and gratify his pupils' thirst for knowledge.

Kindergarten.

In this department are collected all those male pupils ranging from six to ten years of age, who have entered the Institution within the last two years, and who, from their extreme youth, are not yet prepared to submit to the drill and rules governing the larger boys in the main building. They are, therefore, quartered at the Mansion House, within the Institution grounds, and are under the instruction of Mr. Chester Q. Mann and Miss Julia T. Brearley. Altogether, they number fifty pupils, and on account of their difference in age, mental

capacity and time in school, they are separated into four classes. These classes exemplify both the level upon which the educational structure is erected and also the rapid expansion of their ideas, and awakening of the faculties through language.

Fourth Class.

There were in this, the youngest class, six pupils who had been in school two months. It was composed of very small children, who had come totally unable to hold any communication. In their examination they were able to distinguish the twelve objects, which are the first elements of instruction of the totally uneducated mute child. They were all able to spell the names of the objects on their fingers, to write them on the slates, and to distinguish the objects when requested to do so.

Third Class.

The next higher class, the third, was composed of children who had been longer in school, and were of greater intelligence. There were in this class twenty-three boys, with a standing of seven months. During this time they had advanced as far as page 35 of Peet's Language Lessons, could count from 1 to 300, and showed a decided progress in penmanship over those in the lower class.

Second Class.

The second class, with a standing of two years, had seventeen boys still further advanced. Their studies covered Peet's Language Lessons; Peet's Course of Instruction Part I; Peet's Scripture Lessons; Arithmetic and Penmanship. The Ten Commandments and the Lord's Prayer were written from memory by all the class, and in arithmetic simple questions in addition and subtraction were satisfactorily answered.

First Class.

In the most advanced class there were five boys of three years' standing, who were so far advanced in age and education as to be about ready for transfer to the institution proper. Their programme of study included Peet's Language Lessons, finished or reviewed; Peet's Scripture Lesson, first part finished and reviewed and the second part commenced; Arithmetic, Drawing, Penmanship, and Model Letters explained by the teacher. As a composition exercise, they had been drilled in original sentences with words and phrases selected by the teacher. They added 642, 983, 444 and 10,009. The class exhibited intelligence and showed general correctness in their answers.

Articulation Class.

As will be seen from the title, this class is composed of pupils who show special aptness for articulation and lip-reading. While all the other pupils receive an hour's daily instruction in this branch, the class now mentioned is under the special care of an instructor fully acquainted with the system of articulation and who employs it in all the studies pursued by his pupils. The class is instructed by Mr. E. Henry Currier, who has under him twelve pupils whose standings vary from ten months to seven years. To meet the demands of such a variety of mental capacity, it is found necessary to give very close attention to the selection of the course of study so that the youngest pupils may advance steadily with the older and more intelligent. The programme pursued by the class was Swinton's History of the United States; English Composition; Bell's Visible Speech and Lip-Reading; Monroe's Reading Charts; Arithmetic; Geography, and Penmanship.

In their articulation and lip-reading, the class showed to great advantage, their concerted speaking being a distinguishing feature. The examination papers covered a wide field, and the answers were all exceedingly well-written, the pupils showing a comprehension of the subjects.

As an illustration of their use of language, we give two specimens of unaided composition on the same subject. The first was written by a congenital mute and the other by a semi-mute.

"There was a good and pious man by the name of Abou Ben Adhem. He was kind to the people. One night he was asleep and he saw an angel come from heaven with a golden book. The book had the names of good people. He asked the angel if his name was in the book; the angel said No, and went away. The next night the angel came and showed him the book, and Abou saw his name first."

"Abou Ben Adhem was a just man who had a tender feeling towards other people. One night while asleep he had a vision of an angel writing in a golden book. Abou asked the angel: 'What writest thou?' The angel answered: 'I write the names of those who love God.' Abou asked if his name was in the book, and the angel sadly said 'No,' and vanished. The next night the angel again made its appearance. Abou asked to have his name placed in the book as a man who loved his fellow men. The angel showed him the book, and the first name was his own."

The answers to the questions in history and geography evinced great originality in the use of the English language. The class showed that it had been patiently and carefully instructed and the pupils ably responded to the conscientious efforts of the teacher to bring them to a high standard.

The Class of Blind Pupils.

The Special Class of deaf, dumb and blind boys, taught by Mr. E. H.

Currier, consists of James H. Caton and Richard T. Clinton. Both of these boys are so well known as to require no special description. Caton's standing is that of the High Class, but on account of his blindness he has the attention of a special teacher. During the year, he received daily practice in English Composition, and has studied Astronomy, Geography, Geology, and Chemistry. In addition, he was made familiar with the principles of heat, light, electricity, and magnetism, matter and motion. He also used Cathcart's Literary Reader, had read the life of Shakespeare and committed to memory many extracts from his writings. The *New York World* was read to him every day, and conversations on the current events of the day were carried on with him by his teacher and the more advanced boys. To the questions put to him on Examination day he gave answers by the aid of the type-writer, in the use of which he is an adept. We quote a few of his answers :

"Petroleum is believed to be the result of the earth's internal heat acting on beds of a rich kind of coal. The heat may be said to distill the oil from the coal, perhaps first rising as a gas, which it reduced to a liquid state by the pressure of the earth."

"The Barometer is an instrument used for measuring the pressure of the atmosphere."

Richard T. Clinton's studies have been Keep's Stories, committed to memory ; "Wisdom Teeth," twenty-five pages ; Addition and Subtraction, Daily Exercises in Composition. By the help of the type-writer, he defined, "volcano," "valley," "laws," "Indian," and several other words. To the question : "After whom is America named ?" he answered. "After Americus Vesputius, a native of Florence, in Italy, who wore the laurels which should have crowned Columbus."

The papers of these boys show how much can be accomplished by patient instruction. Their examination reflected much credit upon the ability and untiring efforts of their teacher, whose methods of instruction were as original as they were interesting.

FEMALE DEPARTMENT.

Seventh Class.

This class, taught by Miss Myra L. Barrager, consisted of twelve girls of from one month to one year's standing. Owing to the great difference of time in school, the pupils were arranged into four grades. The fourth grade had learned to recognize the names of the twelve objects, which is the first step taken by the pupils to master the English language. The third grade, in addition to this, had learned to write, and had studied the first sixteen pages of Peet's Language Lessons. The second grade had studied Peet's Language Lessons as far as page 27, and could write a few simple sentences. The first grade,

containing five of the older pupils, had still further proceeded to page 44 of Peet's Language Lessons, and had studied the first section of Peet's Scripture Lessons and the Lord's Prayer. Of these girls, little Johanna Zettel specially distinguished herself. Though only four years old and quite small, she learned to write as readily as a child two years her senior, and having once acquired this knowledge, she showed intense delight in displaying what she knew. In reply to the proper questions, her chubby little hand glided quickly along the slate forming the replies: "I am four years old," "I live in New York." For beginners, the papers of this class reflect credit upon the pupils, and indicate decided ability as well as painstaking care on the part of the teacher.

Sixth Class.

The sixth class is also under the instruction of Miss Barrager, and comprises twenty-three females of two years' standing. On examination day all were present. According to mental capacity, the class was divided into two grades. In the second grade were five bright little girls of only one year's standing, whose papers show that they have steadily kept up with the others of their class. The studies of this grade for the year were Peet's Language Lessons to page 90; Peet's Scripture Lessons to section 5; Counting in words and numbers from 1 to 5000; the Lord's Prayer, and two hymns. The most advanced grade had completed Peet's Language Lessons, and gone in Scripture as far as Section 8. They had mastered 34 pages of Colburn's Mental Arithmetic, and done simple exercises in addition and subtraction. They had committed to memory the Ten Commandments, the Lord's Prayer, and five hymns. Both grades had received instruction in articulation and lip-reading, and a short time each day was devoted to penmanship. They had been taught how to analyze sentences, placing above each word the proper grammatical symbol. The papers of these pupils show a clear comprehension of the subjects comprising their course of study. One little girl, seven years old, and one year under instruction, wrote in answer to the question: "What blessings does God give us?" "God gives us food, clothes, health and happiness, friends and teachers, and the Bible." The examination of this class, as in the foregoing, shows what can be accomplished by a teacher with patient industry and devoted zeal.

Fifth Class.

This class has been under Miss Jane T. Meigs. It contained sixteen girls of three years' standing, all of whom were present at the examination. The course of study for the year has been nine sections of the History of the Bible, studied and reviewed; Peet's Course of Instruc-

tion, Part III, pages 20 to 60, comprising a history of Manhood, Old Age, Inflection of Verbs, Words and Phrases Illustrated, and a History of Animals in general; 10 pages in Colburn's Mental Arithmetic, and 82 pages of Peet's Language Lessons. Articulation and Lip-reading were taught one hour a day, and instruction in penmanship and drawing were given. At the examination, "Can old people work hard?" being given out, one girl wrote, "No, they cannot work hard. They are very weak. They are wrinkled. They cough. They like to sit by the fire." To the question, "If you had much money, what would you buy?" was written the following reply, by a little girl who evidently had a kind heart: "If I had much money, I would buy meat or potatoes, or bread and butter, and give it to the poor." Most of the questions put to the class received correct answers, and their papers showed that they had studied well and had been attended to by a competent instructor, who had successfully trained them in the studies of the course.

Fourth Class.

This class, also taught by Miss Meigs, consisted of twenty girls of four years' standing. All were present at the examination. Their studies for the year embraced ten sections of the History of the Bible; 24 pages of Swinton's Primary Geography; and Dudley's and Colburn's Arithmetics. From the School and Family Dictionary, a number of words had been dictated to the class, with various sentences illustrative of their meaning. Articulation and lip-reading received an hour's daily attention, and model letters and dialogues were given in alternate weeks. Penmanship and drawing were also taught. In looking over the papers of this class, we find that, in general, the answers in Geography and History of Animals were correct, showing that the memories of the pupils were exercised to such a degree that their minds were capable of retaining many facts learned from their books. To the question, "What is the Earth?" nearly all wrote: "It is one of a number of celestial bodies, called planets, which revolve around the sun, and receive from it light and heat." In answer to "In what respect are the lower animals unlike man?" was written: "Animals cannot think. They cannot speak, or read, or write. They have no souls. They cannot worship God."

The work performed by this class throughout the year, as covered by their examination, show that they have received the attention of an accomplished and successful instructor.

Third Class.

The third class was under the care of Miss Josephine L. Ensign. It contained twenty girls of five years' standing. The studies of the year have been Foster's Story of the Bible, Parley's Universal History,

Harper's Introductory Geography. The Ten Commandments and the Lord's Prayer were committed to memory, and also selected hymns. Exercises in the four ground rules of arithmetic had been performed by most of the class. Ample time had been given to the teaching of language, while drawing and penmanship received their share of attention. The papers of this class indicate that the pupils have given great attention to the work of the year. We give a few illustrations. "What is the difference between History and Geography?" "History is a record of events and Geography tells of the places where they happen." "What did the people resolve to do after the flood?" "They resolved to build a tower so they could climb upon it and save themselves from destruction if God should break his promise, as they thought he would."

Many more could be quoted, but the above will suffice. It is worthy of notice that the answers were uniformly good, showing the mental capacity of the members of the class to be nearly equal. The examination was a success, and is creditable alike to the efforts of the teacher and of her pupils.

Second Class.

In the second class were found nineteen young girls, whose pleasant faces bespoke bright intellects. They were under the instruction of Miss Ida Montgomery, and had a standing of six years. During the school year, they had gone through Mitchell's Primary Geography; had studied 50 pages of Swinton's History of the United States; and had also studied Arithmetic, Mental and Written, and selected portions of the Bible. They had two hours weekly instruction in drawing, special attention being given to map drawing, all the specimens of which were well executed. The class had also learned about two hundred and fifty proverbs, some of which we take from the papers of a girl, who had mastered two hundred and twenty-seven. "A fool and his money are soon parted." "I have other fish to fry." "Rich in hair and poor in brains." The children had mastered many hymns and poems, for special occasions, which they often recited publicly in signs in the chapel. They all wrote "America" from memory. We take some specimens from the papers of the pupils. In mental arithmetic sixteen of the pupils gave the difference between 748 and 329. All but two pupils performed in writing $72 \div 8 \times 3 - 3 \div 8 + 1 = ?$ To the question, "Which would you rather have, $\frac{1}{4}$ or $\frac{1}{8}$ of a dose of castor oil?" came the answers, "I would not have any," "One fourth," "I hate it," "I do not like it." In composition they showed a clear, simple style, and few errors of construction were noticeable. The ability of the class in this branch was tested in writing the story of Mother Hubbard, all using their own language. The specimens are so charm-

ing and so characteristic of the style of the pupils, that want of space alone prevents us from reproducing a few. Geography, however, was the special study of the class, and here they excelled, being well drilled in the map of the United States. The work of the class in all respects was excellent. Their comprehension of original questions, and the facility and quickness with which they answered, was astonishing. Both pupils and teacher deserve unstinted praise for the fine showing they made, indicating a most careful and comprehensive training.

First Class.

As in the case of class third, this class was also under the able instruction of Miss Josephine L. Ensign, and has a standing of seven years. During the year they have gone over the required portion of text books selected for the perusal of pupils who have been seven years in the graded course. The books used were Anderson's School History of England, Swinton's Grammar School Geography, Kerl's Common School Grammar, with symbols, Ray's Practical Arithmetic. The Ten Commandments, the Lord's Prayer and selected hymns were also committed to memory, and drawing was taken up with pleasing results. As a general rule the pupils of this class show a thorough knowledge of what they have studied, and their ability to express their ideas in concise sentences reflects credit upon themselves and their teacher. We quote at random some of the questions given, with the replies : "What can you tell me of Alfred the Great ?" "His achievements and the virtues and talents which he displayed in every circumstance of his life, justly won for him the title of the 'great.' He endeavored to rescue his people from the gross ignorance in which he found them, and in this he succeeded." "After the death of Moses, who ruled over Israel ?" "After Moses was dead, Joshua ruled over the people, and they obeyed him as they had obeyed Moses. For the Lord gave Joshua wisdom, and made him able to teach them as Moses had done." Words given out to be incorporated in sentences, were illustrated by the pupils with pleasing exactness. We give some examples, the required word being in italics. "Prof. Morse *invented* the telegraph many years ago. He is dead now." "We *understand* Dr. Peet's signs, because he makes them so plain." Much more is worthy of quotation, but want of space makes it impossible for us to do full justice to the class.

Special Classes.

The classes coming under this heading include the classes in articulation, and those receiving instruction in art. In both of these departments are embraced all the regular classes, each class having had an hour's daily drill in articulation and lip-reading, and also two hours per week in drawing.

Lip Reading.

The examination was held by Rev. Dr. Gallaudet, as will be seen in the opening part of this report. Every pupil in the school, excepting the two blind boys, has had instruction in this branch under some one of the six special teachers. Of the whole number taught, Professor Currier had charge of 20, Miss Maria Toles, of 123, Miss J. F. Rintoul, of 106, Miss J. T. Meigs, of 36, Miss Elizabeth Mitchell, of 46, and Miss Julia T. Brearley, of 50—making a total of 381, the whole number of pupils under instruction, excepting the two blind boys. There was quite a percentage of these who could speak accurately and distinctly as well as read the lips.

Art.

In the department of Art, the main body of the pupils were instructed by Miss Caroline V. Hagadorn, the regular teacher of drawing. However, Mr. Clarke, Miss Montgomery and Miss Ensign, taught part of their classes in this branch. They were examined by Prof. Augustus Le Prince, who recommended the list of prizes in the department which have been awarded by the Board.

The High Class.

In addition to the regular examination of the High Class, the details of which will be found in the report of the examiner, Rev. H. Morton Reed, there was also a special examination of the six graduating members of the class to determine the question of their diplomas, the gold medal, the prize for rhetoric, and the Harriet Stoner Testimonial. The special committee to conduct the examination consisted of Professors Frank D. Clarke, E. Henry Currier and Thomas F. Fox, who presented questions on the following branches covering all the studies of the three years' course, viz : History of England, Grammar and Rhetoric, Physical Geography, Arithmetic and Book Keeping, Vegetable Physiology, Chemistry and Physics, Moral Science, and Latin. The results of the examination in regard to the scholarship of the class, may be seen from the resolutions, regulating the conferring of the diplomas and prizes.

CLOSING EXERCISES.

The exercises of Closing Day were held in the chapel of the Institution at ten o'clock A.M., on Wednesday, June 25th, in the presence of the Board of Directors, the parents and friends, of the pupils and others interested in the Institution. The programme was as follows :

I.—PRAYER.

II.—ADDRESS BY THE PRESIDENT, HON. ERASTUS BOOKS.

III.—GENERAL REPORT ON THE EXAMINATION, by the Chairman of the Committee appointed by the Board of Directors.

IV.—SPECIAL REPORTS ON THE EXAMINATION OF THE HIGH CLASS, by Rev. C. A. Stoddard, D.D., and Rev. H. Morton Reed.

V.—EXERCISES BY THE PUPILS :—

(1) *Primary Instruction*, illustrated with a class from two weeks to eight months under instruction.

(2) *Impromptu addresses*, by

Walter Lenoir Bingham,
Anthony Capelli,
John Henry Geary,

Theodore Irving Lounsbury,
George Sidney Porter,
Arthur Lincoln Thomas.

by James Henry Caton, a blind deaf-mute, and by Charles McCormick, a deaf-mute without hands.

(3) *Pantomimic Representations*, by Frederic Ekardt and May C. Crollus.

(4) *Answers to questions proposed by the audience*, by

Georgie Decker

May Martin,

Frances C. Hawkins,

Emily A. Wells.

Mary A. Weyant.

(5) *Poem*, delivered in signs, by Georgie Decker.

(6) *Graduating Essay*. Subject—"Characteristics of Negro Life"—by Walter Lenoir Bingham.

(7) *Graduating Essay*. Subject—"Ambition"—by Arthur Lincoln Thomas.

(8) "*Othello's Address to the Senate*," rendered in signs by James Henry Caton.

(9) *Graduating Essay*. Subject—"Technical Education"—by Theodore Irving Lounsbury.

(10) *Graduating Essay*. Subject—"The Antiquity of Man"—by Anthony Capelli.

(11) *Graduating Essay*. Subject—"Modern Painters"—by Dennis Sullivan.

(12) *Hymn*—"America"—given in concerted signs, by a choir of girls.

(13) *Oration*. "Results of Small Beginnings," with *Valedictory Address*, by George Sidney Porter.

VI.—DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS AND PRIZES.

VII.—PARAPHRASE OF THE LORD'S PRAYER, IN CONCERTED SIGNS, BY A CLASS OF BOYS.

VIII.—BENEDICTION.

The annexed essays had been prepared by the members of the graduating class, and were read by the Principal, being at the same time delivered by their authors in signs for the benefit of those who could not hear :

CHARACTERISTICS OF NEGRO LIFE.

It is, I believe, generally admitted that the spirited pictures of negro life now current, represent the past rather than the present. The picturesque, old-time customs that have hitherto formed the main element in the conception of negro life, have passed or are passing away. Doubtless the sense of their decadence adds to their interest, for, as a rule, the perspective of time is no less essentially an adjunct of the picturesque than the perspective of space.

The most casual observer cannot fail to be struck with the perfunctory, half-hearted manner, in which old customs are gone through with. The immemorial corn shuckings, pre-eminently the most characteristic of all such "gatherings," once the rendezvous of whole neighborhoods, and the nocturnal scenes of mirth explosions, are now very tame affairs indeed. Time was when November evenings were fitfully resonant with corn shucking songs, when, night after night, stunning volumes of the weirdest melody shrilled through the humid air, till met and buffeted by kindred strains, and when on many successive nights one would seek in vain to pass beyond their sway. Now, the "oration put out," no crowd assembles, and, as a rule, the planters are driven to husk corn in the day time with hired labor.

In short, an unmistakable change in negro character, the natural outcome of his altered condition in life, is at hand and in an advanced stage of progress. He is putting away childish things, and striving in his own crude, grotesque way, to grasp matters of higher import. The bulk of the black race have learned to read, after a fashion. Their primer is the Holy Bible, reading has produced its inevitable results on a race once ignorant, imaginative and susceptible. That wondrous volume is suddenly unsealed to hearts too impressible to ignore, to minds too unphilosophical to nullify. Sudden light discovers and magnifies to the unthinking and godless the awful peril of their position. A material heaven looms above them ; a terrible abyss yawns beneath. They recoil in horror and dismay from their courses. Agreeableness is the touchstone to which the negro brings every thought, action and word. Pleasure and happiness become synonyms for vice and ungodliness. Never before, perhaps, in the history of the world, have two decades brought such a manifest change in a race.

In regard to religious belief, the vast majority of the blacks are Baptists. Next in point of number come the Methodists. Lastly, though vastly in the minority, stand the Presbyterians and Episcopalians. In fact, the latter admit and deplore their inability to carry out an ade-

quate system of missionary work among the negroes. In only a few of our great cities do we find African Episcopal churches. True, all the white Episcopal churches have galleries set apart for the negroes, but they are unused, or at most sparsely occupied. It is not common to see a white Episcopal church with one or more colored members. As a rule, the doctrine and ritual of this church seem utterly incomprehensible, and therefore repellant, to the negro. As above stated, the bulk of the negroes are Baptists, staunch and immovable. Nor is the reason for their preference hard to find. The glowing and tumultuous fervor of the revival, where hundreds, writhing in inward agony, literally cast themselves in the dust; the weird solemnity of the night on which each new convert rises in turn in the hushed, dimly lit church, and with hands stretched toward heaven, pours out with characteristic volubility his minute account of his desperate struggle with the devil, his hairbreadth escape from the abyss, his brief sojourn in heaven; the haunting scene of the baptizing, where thousands assemble around the leaf-ensconced, unrippled pond, gazing, swaying, swinging, shouting, awakening echoes that have slumbered since the departure of the red man. These only are the sermons that speak irresistibly to him. Without them, religion is dull and insipid.

The negro preachers may be sharply divided into two classes, the educated and the uneducated, or, as they phrase it, the "larnt" and the "unlarnt." The former are young men, who have grown up amid the new order of things, and who by dint of their own industry and frugality, have managed to defray part of the cost of their limited education, some assistance having been afforded by their respective churches. They read with tolerable fluency, are slight smatterers in theology, and write in a fashion which, although wholly unintelligible to educated people, is, I believe, decipherable by their own race. These young divines, though they have higher ideas for their race, and are generally acquiring a wholesale influence over them, do not as yet possess the sway of the older uneducated preachers. Then we see among these older ones, those who are capable of manufacturing theology, and coining words with the facility of a Carlyle. A minister of this class may just be able to flounder through a chapter of Scriptures. He may be uncouth in gesture and barbarous in diction; yet earnestness lends dignity to his manner and passion fuses his jargon into eloquence. He may habitually outrage logic, and occasionally contravene Scriptures, but the salient points of his discourse are sound, and his words go straight home to the hearts of his hearers. His power out of the pulpit is also great, almost boundless. Within his own parish, he is practically a priest and pope. Excommunication itself is his most powerful weapon. His censorship of the morals and deportment of his flock, though to our minds unsupportably annoying and humiliat-

ing, is undoubtedly wholesome and necessary. Though his discipline can by no means escape the charge of inconsistency, his influence is always exerted to make them honest and faithful men and women, and to restrain the besetting sins of the race. In many instances, he resorts to their employers for information touching their honesty and industry. Then monthly, on a stated Saturday, they are rigidly required to assemble and give an account of themselves. As the negroes possess almost a morbid local attachment, they are exceedingly loath to transfer their membership. When in quest of employment, they move to a distance, and in many instances this monthly attendance involves a tramp of forty miles or more. But no excuse is taken, and upon failure to attend for three consecutive months they are unhesitatingly cut off. It is at these meetings that all rumors touching the morals and deportment of each member are rigidly investigated, and the culprits summarily, though from our stand-point indiscriminately, punished; the same penalty, six months' suspension, being inflicted for dancing and chicken stealing, and the like.

Education, since the close of the war, has done much in reforming their habits and opinions, and elevating their condition. Before the war, nearly all the negroes could neither read nor write. Upon the establishing of public schools, colleges, and a few universities for their race, there has been thus far a great change for the better. These institutions of learning turn out hundreds of young men and women polished in manners, well read in science, and even possessing a mastery of foreign languages. To-day, in North Carolina, there is a railroad in construction whose president, secretary, treasurer, chief civil engineer, and all officers connected with the road, are colored men of wealth.

In the southern states are found many of this race acquiring wealth and possessing some of the finest and most extensive plantations in the "Sunny South." But space does not permit to speak to any extent of their wealth and standing, except to point to the many lawyers, senators, congressmen, and clever judges, of that color.

There still exists among the colored people a class known as "old slaves," who are extremely ignorant, superstitious, and believers in the nocturnal ghost and bad omens. As an instance of their belief in the supernatural, I need but cite an occurrence which happened in North Carolina a few years ago. A large gang of blacks, principally ex-slaves, while working in a cotton field, chanced to espy a balloon with its aeronauts astray from a circus exhibition. As it came steadily towards the ground, not being able to comprehend its mission, they took simultaneously to their heels in the direction of their quarters, a few miles away. Believing that the day of judgment had arrived, they were frightened almost to death, and screamed and wept so that it was

with the greatest difficulty that the overseer could pacify their fears.

However, the proportion of the people possessing such crude notions, form but a small ratio of the whole colored population. As I have already indicated, the present generation of the race is keeping step with the progressive spirit of the times, advancing slowly but steadily in the direction of enlightened ideas and sound reasoning. The only thing yet to be desired for them, is their liberation from political servility to any particular party, and even this seems to be among the possibilities of the future.

Taking into due consideration the past and present of the colored people of our country, the most prejudiced is forced to own that the freeing of this great mass of people from abject servility, and giving them a place among mankind, has fulfilled the predictions made by sage statesmen at a time when passions controlled the popular feeling.

Our times have witnessed many evidences of improvement, but no matter how greatly other things may have advanced towards perfection, it is certainly true that the improvement of the condition of the colored race is as marked as it is wonderful.

WALTER L. BINGHAM.

AMBITION.

Ambition is often mentioned as a vice. This seems to me to be because people confound a selfish grasping after power with true ambition, from which springs the desire of fame, honor, superiority or distinction. In its effects on feeling and character, it is a powerful stimulus to action, and like every other good thing, it can be abused. Compare the triumphs of Napoleon and Washington : the one was animated by selfish ambition ; the other possessed an ambition so regulated by principle that it was never revealed. The former sought fame that led him astray from the path of true glory, that incited self-gratification and that made him hated by the friends of freedom ; the latter was prompted by the noblest of purposes, by the strongest love for his fellow-beings. While the former vainly tried to resist the envious combination of abler despotisms against his new empire, and justly fell and ended his life in exile, the latter conquered and broke the bondage of injustice and oppression to secure human rights and human liberties for his own country. He was on the highest acme of fame, and " confirmed by universal applause," and left to future ages a noble name unsullied by a single stain. What nobler ambition could a man have ?

In the majority of mankind in civilized countries, the love of praise is both the strong and weak point : it renders a person weak when it becomes the avenue of vanity ; it renders him strong when it serves to create an ambition for eminence or noble attainment. It fires the printer, the mechanic, the farmer, the artist, the author and the poet,

and those who stand on the highest summit of moral elevation are by no means free from its influence.

In early times the condition of deaf-mutes was very pitiable ; but God put the ambition to teach deaf-mutes into the heart of De l'Epeé, and you to-day see a small portion of the results of his ambition. His work reached even to America, through one of his pupils, Laurent Clero. He, an eminent teacher at Paris, France, destitute of hearing, was possessed of generous ambition. His soul was kindled with intense zeal to extend the blessings of instruction to others similarly afflicted, and led him to drop the seed of education in the rich soil of America. It has released our darkened minds from the bonds of ignorance and inactivity, and given them freedom for a wide domain of usefulness. Having emerged from this mental darkness, we have been led, step by step, up the hill of knowledge by Ambition.

To show a few of the results that have flowed from the beginning and that there are rewards for the ambitious deaf-mute, I will mention one known to you all—Mary Toles Peet. Shut out from all the enjoyment which can be derived from music by the outer ear, her mind still hears the music of the soul, and her fingers record it for the benefit of others less favored. She is more widely known than many of the galaxy of brilliant women famed for talent and ability, as a poetess. Henry W. Syle, in spite of infirmity and of the deprivation of hearing, achieved superiority in intellect. He went through college in England. He was so expert in learning that the degree of Master of Arts was conferred upon him by Yale College. He is now an eminent minister of the Gospel. In the field of Art, we can point proudly to Humphrey Moore. His pictures produce money and fame, and the noble pictures that he designed are now exhibited in the art galleries of New York. These achievements place him foremost among deaf artists. But our own Ballin may in a few years wrest from him the title of the first, by rising to a higher level.

The names of those who, as editors and writers, and even as clergymen and lawyers, have equalled, if they have not excelled, their more favored brethren who can hear and speak, are becoming numerous, and deaf-mutes have no longer reason to hide their heads from a sense of inferiority.

It is essential that we should not falter, even though many and great obstacles and discouragements interpose. Had Columbus not been actuated by the ardent desire to discover the New World, America might to-day exist the barren continent of four centuries ago. Had our ancestors hesitated while determining the injustice of taxation, the old Independence bell would have never pealed forth its grand notes of freedom. And, it may be, the future holds for some of us a noble gift, if we have the ambition to seek it earnestly.

As the Supreme Being is the only judge of our character and achievements, He only is the fit rewarder. Let the ambitious man turn all his thought toward Him, with the confident assurance that if he employ all his abilities to the best advantage, the time will come when the great Judge of mankind shall proclaim his worth before men and angels, pronouncing, in the presence of all created beings, that best and most significant of plaudits, "Well done, good and faithful servant. Enter thou into the joy of thy Lord."

ARTHUR LINCOLN THOMAS.

TECHNICAL EDUCATION.

Technical education is to cultivate and form by practice the mind, the hand and eye ; so as to teach them to build or make or do things. It sets the pupil at work to learn things that may be of practical use to him in after life. He may live upon his technical education, if he has a good one. In short, it is learning a trade. Its importance is very great. Every one admits that each person should earn his own living, and this education fits him for it.

Every trade has its own tools, each of which is intended for one or more uses, and to be cared for in a particular manner. A boy, who had half learned a trade, knowing that chisels were sharpened on a grindstone, might infer that a dull saw should be also. The result would be bad for the saw and the grindstone. There are a thousand other ways, in which an untaught boy goes wrong in every trade. Deaf-mutes, as a rule, should be carefully trained to a trade, for their knowledge is not gained from hearing. They have to go to school to learn a trade as well as class-room studies; for every man, if he be not employed where brains only are used, must know a trade, must know how to use his hands, must get his eyes educated, and, especially, must have his mind trained.

It was the old idea to put a boy at a trade, and leave him to himself to learn or not. The new method differs from this radically. Each tool is the subject of a lesson to a class. The uses of the tool are carefully explained, and then each pupil is sent to practice, and so on. Take the art of swimming, for instance. The old method was to take a boy, and throw him into the water. If he managed to flounder out, he was said to have learned to swim. If he did not, he was told to "kick," or was pulled out, held up by the heels until the water ran out of him, and then the valuable lesson was repeated. By the new method, one thing is taught at a time. First, the proper stroke on dry land ; and, when that is learned, the fact that water will support the body ; and lastly, the combination of the two.

This method of teaching trades costs more than the old method, just as every thing that is good costs more than that which is bad ; but it is worth more. A boy or girl of ordinary intelligence could learn how

every part of a trade should be done, and would be ready to go to a work-bench and practice what he knew until the skill and rapidity of long use came to him, and made him a skillful workman, in a much shorter time, if he should pay strict attention to his trade, than any one who follows another method. If a boy wishes to learn a trade, printing, for instance, he can begin at once, and learn every little thing, one by one,—learn how to set up types, how to space them, to empty his stick, to lock the matter up, etc., but when he has learned it, he should not attempt to go into carpentry. He may not know how to use the chisel, would sharpen it on both sides instead of one, would not know that it must be held with the beveled side inward to make a clean, smooth cut. In fact, he will have to learn his trade over again, but the time saved by learning his trade thoroughly from systematic teaching, instead of picking it up from a long course of shirking in a shop, can be well improved by giving scope to individual taste. Has a boy learned to be a good carpenter, if his fancy dictates, let him take to wood-carving, turning, mechanical drawing, or engraving; has he become a good tailor, let him select some specialty in that line; or, if he is a good gardener, let him learn budding, grafting, floriculture, agriculture, the care of poultry, or some other pursuit that is or might be useful to a gardener, and so on with all other trades.

In conclusion, I wish to say that technical education is a necessity, and should be followed here and everywhere. Those who have had no technical training are at a great disadvantage. Their own industry, which they generally believe to be great, and their own talents which they have fancied to be unequalled, are found to suffer by a comparison with those of others, and they betake themselves, in despondence, to the refuge of indolence, and think it easier, if not better, to want wealth than make any efforts to get it. Thus thousands have passed through life angry with fortune, while they ought to be angry with themselves—too fond of the comforts and enjoyments of riches ever to be happy without them, and too indolent and unsteady, ever to persevere in the use of those means by which they are alone attainable. To the boys who have to begin anew or to continue in learning their old trade, I quote the following:

“Would you be instructed too,
Watch well the rage of boasting to subdue;
Hear every man upon his favorite theme,
And ever be more knowing than you seem;
The lowest genius will afford some light,
Or give a hint that has escaped your sight.”

THEODORE IRVING LOUNSBURY.

THE ANTIQUITY OF MAN.

Adam and Eve were the first living beings on the Earth. God, the Almighty created them in his own image. He gave them the Garden

of Eden to live in. Here they dwelt happily. Sin was unknown to them and hence this was the first period of human existence and is known as the golden age. But alas ! the serpent tempted Eve to eat of the forbidden fruit ; after this, they were driven out of the garden, and their way upon the earth was corrupted.

Age after age has existed since man was created, and no one can tell how many ages have come and gone since the first period ; but a few persons of our day have been unwittingly imposed upon by talkers who proclaim that science has exploded this, and settled that, and discovered new laws that overturn faiths ; but when we ask evidence of the truthfulness of such assertion, we are too often met with short and sharp answers.

The vast majority of Christian scholars assert that there is no evidence within or without the Scripture records that is sufficient to prove the existence of man on earth longer than *four or five thousand years before the Christian era*.

According to the old Testament, Usher makes it 4004 years B.C. The Septuagint makes it 5500 years B.C., while the Samaritan Pentateuch and Josephus differ somewhat from these. There seem, however, to be no sufficient data for any absolute certainty on the subject ; but such men as Lyell and Lubbock and Darwin and Huxley assume to speak in the name of science that the existence of man has been from an immense antiquity. It is even asserted that man is developed from an ape-like creature.

All the facts and arguments by which men have attempted to prove that man has had an immense antiquity upon the globe, have not yet been apprehended. Now let us trace a direct thread through history, through the nations of Modern Europe back to Rome, and so on. We find that the beginning of Ancient Rome is perhaps seven or eight centuries before the birth of our Saviour. We trace the history of Greece, and go a little further back ; but, alas ! we are soon lost in the dark. Again as we proceed to go on, we get a clew in the monuments of Egypt, Assyria and Babylon, but they help us little, as they furnish no sufficient data or facts on human history beyond at the utmost 3000 B.C.

Tradition tells us many a story, but nothing of the creation, of the happy garden, of temptation and failure, and of the mighty flood of waters. It tells us not of an iron, a bronze, or a stone age at the beginning of human history, but of a *golden age*, and nothing goes further than the Biblical record.

It has always been generally admitted that myths have some foundation in nature or in facts, as they are the creations of the imagination and the dramatic fancy personifying the elements of nature, or deifying great heroes and chieftains, but there is nothing in all the vanish-

ed stories of mythology to warrant the assumption of an immense antiquity for man.

It has been argued that the diversity in form, size, color and physiognomy indicates either a plurality of human species, or else a great antiquity of the race; but the prevailing opinion is that all such physical changes may have been effected within a few generations by difference of climate and modes of life.

At the opening of the *Sanscrit* language and literature to European scholars, in the latter part of the eighteenth century, an effort was made to study human speech. It was then commonly believed that the Hebrew was the primitive language of mankind, but it soon became apparent that nearly all the modern tongues of Europe were members of one great family, and closely related to the language of India. It was also plainly seen that the Sanscrit was but an older sister of the Greek, the Latin and Gothic, though seeming like a mother to them all. The Hebrew was found to belong to another family of languages. The results of comparative philology point strongly to a common origin of the entire human family, but we can discover nothing that requires us to assume an antiquity for man greater than that of the common Biblical chronology, or that the human race has existed more than six or eight thousand years at most.

In the department of Geology, it is claimed that there are many conclusive evidences of the great antiquity of the human race; but the most scientific men of the period have, up to date, been unable to name the time of the creation of man with any degree of accuracy in connection with any geological event. Mr. Jukes, of England, says that the existence of man on the earth has been about 100,000 years; Prof. Fuhtrott, of Germany, says it began about 200,000 or 300,000 years ago; Dr. Hunt, formerly President of the British Anthropological Society, says 9,000,000! Prof. Huxley says a hundred millions of years ago. Sir Charles Lyell deems it unnecessary to name any specific date, but in one of his recent articles on the "Antiquity of Man," he fixed the date at 800,000 years, but at another time on the same subject he dropped down to 200,000 years.

To prove that the existence of man on earth has been above that which is known in the Bible, men of scientific attainments have studied up various parts of Nature, such as peats, gravels, caverns, lake-dwelling, monuments, skulls, skeletons, etc.: they have even tried to prove that man was developed from the ape, and was originally a savage; but all these and a thousand other thoughts have not yet given satisfactory evidence to prove it. Therefore the Biblical account of the antiquity of man should be received until some one clearly shows it to be false, and gives something better than it instead.

MODERN PAINTERS.

Much progress has been made since the times when the great painters labored, in teaching the popular judgment, to award to them the reward they deserved.

Now it is only necessary to say "an old master," and critics see nothing but excellence.

I shall briefly try to give a few of the requisites of a painter in these days, and to point out some of the trials that beset him. No man has more respect or love for goodness and truth than the painter. No man can be a painter, who has not good ideas on literature, though he may not be able to give them the most polished expression in language. The true gold of art should never suffer neglect, because the trade requires it. While at work on a picture, the artist should think of the subject he is painting, and not of the dollars he is going to sell it for. Many a promising young artist has been spoiled by painting "Pot boilers."

To seek the reputation of a great artist, whose works are honored by the public, the highest ideal becomes a duty to all who have knowledge of what is really great art and the ability to declare the nature of a thing by the authority of the Beautiful and the True. The painter, who walks humbly with nature, will not lose sight of art, and will find in all that is truly great in his works a near approach to nature.

Nor is it to be considered that the artist has learned the whole art of painting when he has acquired the power of representing any natural object faithfully. Ideals of power always imbued with some of the higher ideas of truth and beauty, should be his aim. The picture must exist in the brain of the painter before it is sketched on the canvas, though, as the work of the hand goes on, the mind may change or expand the picture before it, perfecting it and improving it.

And this knowledge of what is truly good and beautiful applies also to landscapes. A landscape should, of course, be a good copy of the scene that it represents, but the painter should know when it looks best, and how to bring its beauties into prominence and throw its defects into the shade. As the portrait painter must catch the expression of his model, so must the landscape painter catch that of his, for a landscape has as many expressions as a human being.

The man who combines all these qualities and trains himself aright, cannot fail to be successful. Deaf-mutes have here an equal chance with their hearing brethren. We can point proudly to the success of Humphrey Moore, whose pictures have been exhibited at Milan, Venice, Florence and Paris, and hopefully to Albert Ballin, a graduate of this Institution, who is now studying art in Europe, while the life-long success of John Carlin in this city is well-known to all of you.

The exercises of the pupils concluded with an Oration on the "Results of Small Beginnings," with the Valedictory Address, delivered in signs, by George S. Porter, and interpreted by the instructor of the High Class.

ORATION AND VALEDICTORY.—"RESULTS OF SMALL BEGINNINGS."

Art, Science and Literature, have contributed so much to the cause of civilization, that the curse of labor seems to be rapidly disappearing, and man to be growing more and more like the great Creator, of whose existence new proofs are given to him from day to day.

In primitive ages of man, art was foremost. The exigencies of his condition made it necessary for him to provide protection from the outer elements, thus forming the germ of architecture. The first beginnings were probably rude and simple, but constant progress was made.

In architecture, the Greeks made the most surprising advances, and Athens stands pre-eminent in the history of civilization, in the variety, splendor and permanency of her contributions to the progress of this beautiful art. It seems a long way from the hut of the savage to the palace of a king, or from a log across a brook to the East River Bridge, but one is the direct result of the other, in each instance. Whether we have reached the end yet, or there still remains further developments, is a question which, judging from the past, is ever progressive.

Our languages also had their beginning. Commencing with rude and harsh cries, expressing only danger, hunger, and so on, man gradually added more and more to his language. Then ages rolled away, and the vicissitudes of time brought on greater results. The unpleasant discord of sound was modified by art, and made to harmonize with the sense of hearing ; and spoken language gradually came into existence. The first beginning of writing, strange as it may seem, was probably a branch broken from a tree to mark the way, or a stake set up to serve as a warning. Then came other signs, rude and poorly done, but answering a purpose ; these developed into hieroglyphics, and then into an alphabet of sounds, and we had writing.

To satisfy his religious cravings, man naturally brought sculpture into requisition, hewing and carving for himself gods out of stone and wood. Gradually these became better and better, until they reached such a degree of perfection, that we read of a sculptor who made an imitation of a woman so real that he fell in love with it, talked to it, and adorned it with jewels of great value.

We can not give any one the credit of being the originator of Art, as it sprang up naturally everywhere, as a result of necessity and desire. It seems apparent that our Creator implanted the love of it in every human being as a source of happiness and a means of virtue, and made the exercise of it useful in promoting the virtue and happiness of

others. The biblical record tells us the first sculptors were Bezeleel and Aholiab, who lived about 1500 B.C., and made the ornaments of the tabernacle out of gold, silver and brass.

Literature seems, in some respects, to be an exception to the general rule. The best productions are not, by any means, the latest. Works written so long ago that the authors are known only as a name, still stand in the front rank of literature. Genius knows no age nor country, but the appreciation of it grows from year to year. It is not certain that one man in a thousand heard of Homer while he lived, while now any one of any education knows him well through his poems.

Probably the greatest blessing which Art has conferred on mankind, results from the discovery of printing by Gutenberg. Prior to this discovery, Christianity was slow in reaching the hearts of the people, but, thanks to his feeble beginning, the art has been so perfected that millions of copies of the Bible have been printed, and by the aid of organization and co-operation, Christianity is being rapidly diffused throughout the world.

We read on history's printed page of the great sufferings and waste of human life, simply for glory, honor and wealth. Light and darkness struggled for superiority, and ultimately light broke asunder the heavy chains of ignorance and misery, and flooded the world with its brilliancy.

We are living in an age of vast and useful results. There are costly and elegant edifices, churches which point their spires heavenward, libraries with their thousands of volumes of choicest literature, which furnish healthy brain food to those in need, and gladden the hearth with poetry and song. Science has gone so far as to span rivers, and make steam our man-of-all-work, to drive our engines, move our machinery and make transportation so easy that you may be carried hundreds of miles a day, on either land or water, with unremitting speed. Electricity has been converted into our messenger to carry any communication we desire to the farthest ends of the earth with the rapidity of lightning—also to light up our homes with a power almost equal to that of the sun.

In education, the most surprising achievements have been the results of the discovery of a mode of teaching the deaf and dumb by signs. The honor of this is due to the Abbe de l'Epeé, who achieved it only a little over a hundred years ago. Now there are so many schools for the alleviation and amelioration of the condition of these unfortunate children of silence, that the remark once made by Lucretius of old, that

"To instruct the deaf, no art could ever reach,
No care improve them and no wisdom teach,"

has been proven erroneous to the core. Wise philosophers have devised methods and systems which have been so successful that the deaf and

dumb of this generation are looked upon as a class to be respected, and even admired, and large-hearted philanthropists have furnished the means and the plans whereby numbers may be brought together in well arranged buildings, and be surrounded by all the appliances necessary for the successful pursuit of knowledge.

Honorable Gentlemen of the Board of Directors:—We turn to you with grateful hearts. When our minds were clouded in ignorance, and our lives without a ray of hope, your kind thoughtfulness offered to us this happy home of silence. You have furnished us with loving, painstaking and enthusiastic teachers and officers, who have ever endeavored to make us contented and happy. Now, in spite of the impediment of deafness, we go forth into the wide world to act our part in the great battle of life, with minds trained to think and plan, and with hearts capable of appreciating what has been done for us. May God give you grace to continue on in your good work, and may you meet with your reward in Heaven. Farewell.

To the Principal, Professors and Teachers:—Words fail to give expression to our feelings of gratitude to you for your many years of hard and incessant labor in opening our minds to enjoy the sunshine of happiness and to take advantage of the many blessings bestowed upon us. The precepts which you have instilled into our youthful minds, will, in after years, be treasured in the minds of the Class of '84 as the most precious gift we have received on earth. It is sad to think that to-day's setting sun will be the last we shall ever witness as pupils at Fanwood, but upon you we hope it will daily rise for years on years, as new generations of pupils come and go, thus perpetuating your work and increasing the numbers of those who, when you are translated to the skies, shall rise and call you blessed. Farewell.

To the Superintendent and Officers of the Administrative and Industrial Departments:—We have to thank you for much comfort and happiness, and for your persistent efforts to cultivate in us good habits of life. You have conducted our mechanical education with such zealous care, that we take our final leave armed with one of the most important weapons in the battle of life—a good trade—a trade that we may depend upon for support, without being, in any sense, dependent upon charity. And you have inspired in our hearts a feeling of friendship, which will continue while life lasts. Farewell.

Graduating Classmates:—The time has come to sunder the ties created by long years ago of association. We have been under the same roof, have tasted of the same advantages which the State has so liberally placed before us, our feet have walked the same labyrinths and trodden the same beautiful grounds, and our eyes have drank in

the same beauties with which Nature has surrounded us with so lavish a hand, and to realize that our time to part has really come, seems almost impossible. To-morrow, hills and cities may divide us miles and miles apart, but the many pleasant recollections of our dear old school days can never be taken from our memory. We go forth with bodies and minds developed into manhood and womanhood, and arrayed to look the world in the face. Let us resolve that our lives shall be upright, that we will be honest to ourselves and others, that we will never perform any act that will stain the good name of our *Alma Mater*. Let us always stand up for her, and try to be living representatives who shall glorify her name. Whatever station in life we may fill, let our motto be—

“In good or ill, be faithful still,
Seek your reward on high;
Let ‘*Deo non fortuna*’ be
Through life your battle cry.”—Farewell !

GEORGE S. PORTER.

In accordance with the programme the Special Reports on the examination of the High Classes were read by the examiners, and translated into signs by the Principal.

To the Board of Directors :

GENTLEMEN :—On Wednesday, June 18th, I examined the girls’ division of the High Class, under the care of Miss Montgomery. The examination in the use of the English language, in compositions upon the slate, and in combining a number of separate and isolated words into grammatical sentences, was very satisfactory, showing upon the part of most of the pupils an entire freedom from hackneyed forms and also from deaf-mute idioms.

Several pupils were examined in lip-reading and articulation, and exhibited commendable proficiency; some spoke with much sweetness and grace, while others read the lips readily, showing that they had been carefully taught. A thorough examination was had in early English History, Moral Science and Arithmetic, and the books of composition, map-drawings, and so forth, were inspected. Exercises in the sign-language, gracefully rendered, closed the session. I append two specimens of the work performed, which are fair samples of the whole.

The teacher deserves great credit, and the pupils have evidently been industrious and attentive.

CHARLES A. STODDARD.

CARACTACUS.

The Emperor Claudius sent the Roman legions, under the command of Aulus Plantius to conquer the Britons. But they were entirely de-

feated, so the Emperor came himself to make sure of its conquest. The fierce, bold Britons, under a brave chief, Caractacus, tried to drive their enemies from their loved country. But he was taken prisoner by the treachery of their enemies, and carried in chains to the Imperial city of Rome. But Caractacus stood before the imperial throne with a calm dignity and a free born air. He walked through the crowded streets of Rome, where the long procession passed, showing much splendor and magnificence in the city, with a stately step. He cast a haughty glance over them, contrasting it with his humble cottage in the island so far away from him. His noble bearing excited the respect of his conquerors. He stood in the presence of the Emperor at the court. His last words were eloquent and impressive.

I make one beautiful quotation :

" Now I have spoken, do thy will,
Be life or death my lot,
Since Britain's throne no more I fill,
To me it matters not.
My fame is clear, but on my fate,
Thy glory or thy shame must wait."

It touched the heart of the emperor, and he was set at liberty.

GEORGIE DECKER.

ROBERT BURNS.

Robert Burns was a poet of whom his native land, Scotland, may well be proud. During his life, Fortune smiled on him very little, but her coldness only seems to have made him more tender-hearted than he otherwise might have been. Among the many beautiful poems, which he has written, is one to a mountain daisy, which shows what a tender heart he had. The way it came to be written, was this. One day, while ploughing a field, he saw a little Scotch daisy just about to be crushed by his plough. He wished to save it, but it was too late to turn back, and so the flower was crushed. The circumstance grieved him, and when he went home, he wrote the beautiful poem which begins :

" Wee, modest, crimson tipp'd flower—
Thou'st met me in an evil hour :
To spare thee now is past my power—
Thou bonnie gem."

In the poem, he likens the daisy's fate to that of many a human being crushed by the merciless wheel of Fortune. From the poem, we may get an idea of how much more watchful over us God must be, and how sorry He must be when he sees us about to be crushed by the wheel of sin, without noticing that his hand is held ready to lift us up.

This is a very beautiful poem, and ought to be appreciated by every one who reads it.

MAY MARTIN.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—It gives me great pleasure to report that the pupils of the High Class of this Institution passed a most creditable examination in the various studies with which they had been occupied during the year.

In Natural Philosophy, the young men showed that they understood and had mastered the great principles and the natural laws which underlie that study. Their papers in many cases revealed much labor and care, reflecting high credit on both their own fidelity and their teacher's efficient methods of instruction.

Their examination in English History was commendable, showing that as far as they had gone they were deeply interested in that branch of human knowledge.

In Latin, Arithmetic, and Moral Philosophy, the class passed a fair examination, satisfying us that they really enjoyed their work, and that they highly appreciated all the labor and time which their teacher had expended upon their education.

Especially noteworthy was their examination in English Grammar and composition. Nothing surprised me more than the acquaintance which these young men exhibited with the fundamental principles of the English language. Some of the compositions which were read were exceedingly well thought out, and even elegantly expressed.

Besides all this, this class displayed in their answers to certain impromptu questions, that they were well informed as to the current topics of the day. It was gratifying to see how these deaf and mute students sympathized with all that was going on in the world around them, and even looked forward with eagerness to the time when they should be numbered among its workers. Certainly the Principal and the teacher of this class have every reason to be gratified with the progress which was made by its members during the year 1883 and 1884.

H. MORTON REED.

June 25, 1884.

The resolutions adopted by the Board of Directors were as follows :

PREAMBLE AND RESOLUTIONS.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

Frederick W. Baars,
Henry Buermann,
John Farrell,
Benjamin Friday,
Bernard Gallagher,
Louis Gehring,
George Gleason,
Robert H. Grant,
Herman Hanneman,
Henry J. Kennedy,
Charles J. Kinley,
Charles Kiesewetter,
Frederick W. Meinken,
George H. Morisse,
George W. Miller,
Robert Ogle,
William Reid,

William A. Ryckman,
Philip Sharkey,
Charles Sherran,
Amelia S. Ashmead,
Edith Averell,
Josephine Bologne,
Minnie Flint,
Martha A. Hamilton,
Annie M. Howard,
Hattie Haws,
Bertha Lamm,
Lina Landt,
Catherine Logue,
Nellie Long,
May Martin,
Margaret O'Keefe,
Alice Stockner,

who have completed, or within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That

Georgie Decker,

who has completed the full term authorized by law as a State pupil, and who has passed a satisfactory examination be, and she is, hereby, recommended to the Superintendent of Public Instruction to be selected for admission to the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz. :—

Frederick W. Baars,
Henry Buermann,
John Farrell,

William A. Ryckman,
Philip Sharkey,
Charles Sherran,

Benjamin Friday,
Bernard Gallagher,
Louis Gehring,
George Gleason,
Robert H. Grant,
Herman Hanneman,
Henry J. Kennedy,
Charles J. Kinley,
Frederick W. Meinken,
George W. Miller,
George H. Morrise,
Robert Ogle,
William Reid,

Amelia S. Ashmead,
Edith Averell,
Josephine Bologne,
Minnie Flint,
Martha A. Hamilton,
Annie M. Howard,
Hattie Haws,
Bertha Lamm,
Lina Landt,
Catherine Logue,
Nellie Long,
May Martin,
Margaret O'Keefe,

Alice Stockner.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz. :—

William H. Fosmire.
John Glass,
Henry Held,
Charles Jastram,
John Lloyd, Jr.,
Charles McCormick,

George W. Odell,
Phebe M. Butler,
Georgie Decker,
Katie Hunt,
Bertha Petersen,
Helen Regan.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years study in the High Class, viz. :—

Walter L. Bingham,
Anthony Capelli,
Theodore I. Lounsbury,

George S. Porter,
Dennis Sullivan,
Arthur L. Thomas.

Resolved, That the Frizzell Prize, for unremitting effort and successful attainment, whether in language, signs, poetry or other studies embraced in the intermediate course, be awarded to May Martin.

Resolved, That the Cary Testimonial be awarded to Georgie Decker, for superiority in scholarship and character.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to Arthur L. Thomas.

Resolved, That, from the interest of the bequest made to this Insti-

tution by the late Madame Jumel, the following prizes be awarded in the department of art :—

1. Prize, for oil painting, to Rachel Gantz.
2. Prize, for oil painting, to Dennis Sullivan.
3. Prize, for oil painting, to Emily A. Wells.
4. Prize, for oil painting, to May Martin.
5. Prize, for water colors, to Emily A. Wells.
6. Prize, for water colors, to Katie Hunt.
7. Prize, for water colors, to Frances C. Hawkins.
8. Prize, for water colors, to Carolina Petterson.
9. Prize, for painting on satin, to Emily A. Wells.
10. Prize, for pencil drawing, to Bertha Petersen.
11. Prize, for pencil drawing, so Ida M. Atwell.

Resolved, That the Dennistoun Prize, for superiority in English composition be awarded to George S. Porter.

Resolved, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Walter L. Bingham.

All of which is respectfully submitted.

JAMES O. SHELDON,
FREDERIC J. DE PEYSTER,
WILLIAM A. WHEELLOCK,
HEWLETT J. SCUDDER.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at any time, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?
17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other case of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage ?
33. Where the parents related before marriage—*e.g.*, cousins ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS,

Secretary.

LAWS AND BLANK FORMS

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An Act relative to the care and education of deaf-mutes."

PASSED APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, 'TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years.

The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss. :
 County of ,

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 218 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss. :
 County of ,

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who was born on the.....day of18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county

of....., in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
of the town of
..... }

Dated.....18 .

FORM OF APPLICATION.

To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned....., of the town of....., in the county of....., do hereby certify that.....of said town, is deaf and dumb. The said.....was.....years of age on the....day of.....18 ; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said.....are..... ; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said.....as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb ; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said.....with clothing.*

Dated.....18 .

..... }
..... }
of the town of
..... }

To the Superintendent of Public Instruction, Albany.

* In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth streets. The entrance to the grounds is at the corner of Tenth avenue and One Hundred and Sixty-second street, about nine miles from the City Hall.

The Institution can be reached by three lines of public conveyance, from the city :

1. By the Sixth or Ninth Avenue Elevated railroads to One Hundred and Fifty-fifth street.
2. By the Third Avenue Elevated railroad to Harlem, and thence by crosstown railroad at One Hundred and Twenty-fifth street, and Elevated railroad to One Hundred and Fifty-fifth street.
3. By the way trains on the Hudson River Railway, from Thirtieth street, stopping at One Hundred and Fifty-second street. The Institution is about half a mile north of this station.

PUBLIC MEETING.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz.: At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
BENJ. F. WHEELWRIGHT,	DANIEL MARLEY.
MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTS.

SIXTY-SEVENTH ANNUAL REPORT.

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1885.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

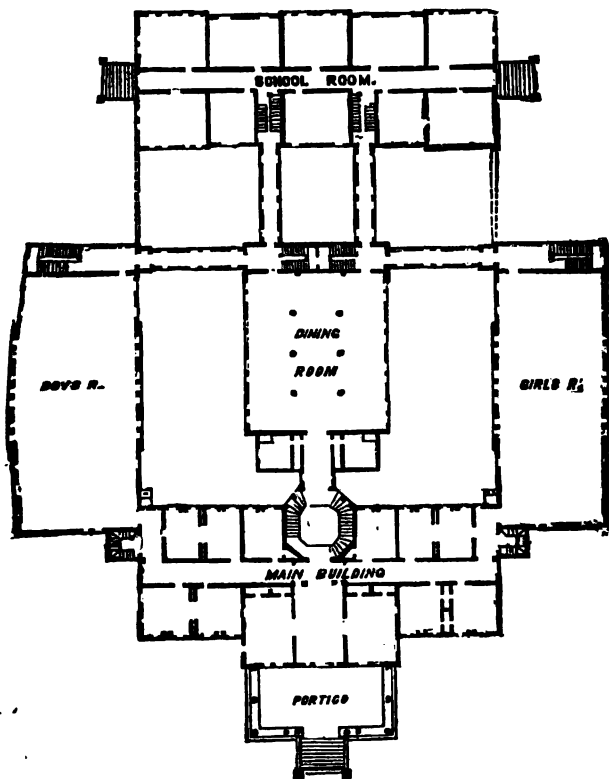
1886.

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New York Convention for London 17-08-80



INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.





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OFFICERS AND DIRECTORS.

PRESIDENT,

HON. ERASTUS BROOKS.

FIRST VICE-PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

First Class—Term expires May, 1886.

HON. ERASTUS BROOKS,

HEWLETT SCODDER,

HON. ENOCH L. FANCHER, LL.D.,

WILLIAM A. WHELOCK,

AVERY T. BROWN,

HON. ALBERT M. PATTERSON,

REV. CHAS. A. STODDARD, D.D.

EVERETT HERRICK, M.D.

Second Class—Term expires May, 1887.

MORRIS K. JESUP,

EDWARD M. TOWNSEND,

THATCHER M. ADAMS,

GEORGE F. BETTS,

JAMES O. SHELDON,

GEORGE A. ROBBINS,

WILLIAM M. HALSTED,

WALTER H. LEWIS.

Third Class—Term expires May, 1888.

REV. THOMAS GALLAUDET, D.D.,

BENJAMIN H. FIELD,

JOHN L. TONNELÉ,

JOHN T. TERRY,

DAVID S. EGGLESTON,

WILLIAM FROTHINGHAM, M.D.,

REV. SULLIVAN H. WESTON, D.D.,

FREDERIC JAMES DEPEYSTER.

STANDING COMMITTEES.*Executive Committee.*

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DAVID S. EGGLESTON,

JOHN T. TERRY,
WILLIAM M. HALSTED,

JOHN L. TONNELÉ.

(The President and Treasurer *ex-officio*.)

Finance Committee.

JAMES O. SHELDON,

EDWARD M. TOWNSEND,

HON. ALBERT M. PATTERSON.

(The President *ex-officio*.)

Committee of Instruction.

REV. THOMAS GALLAUDET, D.D.,
EDWARD M. TOWNSEND,

REV. SULLIVAN H. WESTON, D.D.,
JAMES O. SHELDON,

AVERY T. BROWN.

(The President *ex-officio*.)

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HON. ENOCH L. FANCHER, LL.D.,

THATCHER M. ADAMS,

GEORGE F. BETTS.

Library Committee.

AVERY T. BROWN,

WILLIAM FROTHINGHAM, M.D.,

FREDERIC J. DEPEYSTER.

Ladies' Committee.

MRS. BENJAMIN H. FIELD..... *Chairman.*

MRS. HELENA T. BROWN..... *Secretary.*

MISS JULIA COOPER..... *Treasurer.*

MRS. JOHN T. TERRY,

MRS. JOSEPH W. PATTERSON,

MRS. FREDERICK G. SWAN,

MRS. EDWARD OOTHOUT,

MRS. ELLEN WALTER,

MRS. CHARLES A. STODDARD,

MRS. WILLIAM FROTHINGHAM,

MRS. ETHAN ALLEN,

MRS. JAMES O. SHELDON,

MRS. HENRY M. DAY,

MISS JULIA RHINELANDER,

MISS HARRIET TABER.

(The Visiting Committee is changed every month.)

Committee on Nominations.

MORRIS K. JESUP,

AVERY T. BROWN,

EVERETT HERRICK, M.D.

EDUCATIONAL DEPARTMENT.

PRINCIPAL.
ISAAC LEWIS PEET, LL.D.

PROFESSORS AND TEACHERS.

**DEPARTMENT OF ARTICULATION, LIP-READING AND AURAL
DEVELOPMENT.**

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ACADEMIC DEPARTMENT.

WILLIAM HENRY BISHOP, B.A.
IDA MONTGOMERY.

MALE GRAMMAR DEPARTMENT.

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WALTER B. PEET.
CHESTER Q. MANN.
JOSEPHINE F. RINTOUL.

FEMALE GRAMMAR DEPARTMENT.

JOSEPHINE L. ENSIGN.
IDA MONTGOMERY.
JANE T. MEIGS.

MALE PRIMARY DEPARTMENT.

CHAS. W. VAN TASSELL.
LUANN C. RICE.
ELIZABETH MITCHELL.

FEMALE PRIMARY DEPARTMENT.

MYRA L. BARRAGER.

DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

Managing Professor.

MADAME SARAH E. LE PRINCE.

ADMINISTRATIVE DEPARTMENT.

SUPERINTENDENT *pro tem.*

CHAUNCEY N. BRAINERD.

ATTENDING PHYSICIAN.

W. T. ALEXANDER, M.D.

CONSULTING PHYSICIANS.

· WILLIAM FROTHINGHAM, M.D., EVERETT HERRICK, M.D.

OPHTHALMOLOGIST AND OTOLOGIST.

FREDERICK C. RILEY, M.D.

STEWARD.

C. N. BRAINERD.

ASSISTANT STEWARD.

W. S. CRITTENDEN.

CLERK.

GEO. P. GREENLEAF.

MATRON.

MRS. SUSAN L. HENRY.

ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.

MISS LOUISA JOYCE—Matron of Primary Department.

MRS. MARY J. ROGERS—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

NURSE.

MISS SARAH A. FRASER.

SUPERVISORS.

WALLACE F. HOWELL,

EDWARD THIMME,

WILLIAM A. EMMONS,

MARY E. MONTGOMERY,

MRS. RACHEL A. COOK,

EDITH E. RYER,

JENNIE WILLIAMS,

S. ELIZABETH COOPER.

ENGINEER.

JOSEPH H. BANKS.

NIGHT WATCH.

FREDERICK A. GERLOFF,

VIGO SCHROEDER,

CLARA I. WOODRUFF.

INDUSTRIES AND TRADES.

INSTRUCTORS.

PRINTING.

EDWIN A. HODGSON, M.A.

CARPENTRY.

EDWARD CLEARWATER.

CABINET-MAKING.

HENRY INTEMANN.

SHOEMAKING.

JOHN LECHTHALER.

TAILORING.

HENRY ROTH.

GARDENING.

ALBERT METZGER.

FARMING.

JOHN T. ZIEGLER.

BAKING.

THOMAS BEATTY.

DRESS-MAKING.

KATE TEERPENNING.

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.

THE CHINESE ECONOMY IN THE 1980S

by J. H. C. CHOW and J. S. CHEN

Department of Economics, University of Hong Kong

Received 12 June 1987

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Abstract. This paper examines the changes in the Chinese economy in the 1980s. It shows that the Chinese economy has been growing rapidly and that the growth has been driven by a combination of factors, including the reform of the economic system, the opening up of the economy to foreign trade, and the investment in infrastructure and human capital.

Keywords: China, growth, reform

JEL classification: O52, O53, O54

During the 1980s, the Chinese economy has experienced a period of rapid growth. This growth has been driven by a combination of factors, including the reform of the economic system, the opening up of the economy to foreign trade, and the investment in infrastructure and human capital.

The reform of the economic system has been a key factor in the growth of the Chinese economy. The government has implemented a series of reforms, including the decentralization of decision-making, the introduction of market mechanisms, and the reform of the enterprise system.

The opening up of the economy to foreign trade has also been a major factor in the growth of the Chinese economy. The government has implemented a series of measures to attract foreign investment, including the establishment of special economic zones and the reduction of trade barriers.

The investment in infrastructure and human capital has been another key factor in the growth of the Chinese economy. The government has implemented a series of measures to improve the infrastructure, including the construction of roads, bridges, and ports, and the investment in education and training.

The growth of the Chinese economy in the 1980s has been a remarkable achievement. It has been driven by a combination of factors, including the reform of the economic system, the opening up of the economy to foreign trade, and the investment in infrastructure and human capital.

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SIXTY-SEVENTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present to the Legislature their Sixty-Seventh Annual Report.

This Report contains a full record of the transactions of the Board for the fiscal year ending September 30, 1885. It gives in detail the names of the officers, the attendants and pupils in the Institution, the amount of salaries and expenditures connected with the official, educational and administrative departments for the year, the names of the pupils graduated at the commencement exercises, the report of the Treasurer with all items of expenditure, the receipts from the State for the support of State pupils, from counties in the State for the support of county pupils between the ages of six and twelve years, the income of the printing and other workshops, the reports of the Principal, Superintendent and Physician, and the names and residences of pupils.

These reports give all the information required by statute for the Legislature, and with the report of the committee upon the annual examination and their records of the studies of the several classes, are respectfully commended to the attention of the Legislature, and to all who are interested in the instruction of the deaf and dumb.

The number of pupils cared for in the Institution the past year was 414. The health of all in attendance has been remarkably good, as will be seen by the Physician's report.

The improvements made by the city in the opening of avenues passing through and near the main buildings and grounds, the removal of one building, and the renewal or repairs required in other departments, the needed erection of fire-escapes, the large amount paid for fire insurance now extended for the sake of economy over several years of time, and the extra expense for Croton water and gas pipe mains, has increased the expenses of the Institution \$2,491.51 beyond its income for the year. Efficiency with economy has been and is the purpose and practice of the Directors, and with a constant supervision of all expenses, and the auditing of all bills by the Executive Committee this result is secured.

A careful examination of the items of expenditure will show where the money is used, and a like careful examination of the receipts will also show the sources of income. The State has always exercised a large bounty for the education and support of its deaf and dumb children, and the Act of 1885 (Chapter 58), has made permanent the authority of the Board of Directors to select, for three years and no longer, as many as twenty-four selected students, to pursue a course of studies in higher branches of learning after such students have completed their regular or full term of instruction. Twenty of these selected students are now in the enjoyment of this privilege. Only the really deserving are selected for these honors. While the law of 1885 is a new statute, it has, by common consent, been the practice of the Board for many years. But the careful exercise of this authority being doubtful, the Superintendent of Public Instruction, and the Board of Directors, asked for the amendment passed by the Legislature of 1885 and approved by the Governor.

The estimated value of the industries of the Institution, which represents a saving of expenditure for the year ending September 30, 1885, is as follows :

Printing Office,	-	-	-	-	\$2,141 79
Carpenter Shop,	-	-	-	-	3,126 15
Shoe Shop,	-	-	-	-	3,140 96
Tailor Shop,	-	-	-	-	2,411 16
Farm and Garden,	-	-	-	-	5,478 50

In the sewing rooms of the girls, the garments made, including bed-clothes, napkins and pillows cases, numbered 3,653.

In the course of the year, the exhibit of art-work and the product of the workshops of the Institution received the admiration of visitors, and gratifying recognition from the Board of Managers of the World's Industrial Central Cotton Centennial Exposition, held in New Orleans. Like attention and honors have attended the exhibition of similar work in the Annual Fair of 1885, now open in the city of New York.

The Report of the Principal, with the results of the annual examina-

tion in June last, will show to the Legislature the progress of the pupils in the work of instruction. To the Board of Directors this advance is most satisfactory, and especially in the industries of the pupils, and in the hope that in the future of their lives and work, these pupils may become not only self-supporting, but capable of making, as good citizens, some return to the State which for nearly threescore and ten years has contributed so constantly to the support of the Deaf and Dumb children of the State, and until, as at present, there is room and welcome for all who ask for instruction in letters, in art and in useful work.

ERASTUS BROOKS,
President.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1885.

EXPENDITURES.

Groceries and Provisions.

Baking powder, soda and cream tartar.....	\$58 16
Beans, 8 barrels.....	64 72
Berries, 639 quarts.....	96 80
Buckwheat meal, 100 pounds.....	3 00
Butcher's meat, 111,969 pounds.....	9,529 31
Butter, 13,698 pounds.....	3,114 13
Canned goods.....	180 04
Cartage and freight.....	612 64
Capers, 1 case.....	2 50
Cheese, 695 pounds.....	84 00
Cider and vinegar, 6½ barrels.....	50 78
Citron, 35 pounds.....	11 05
Chocolate and cocoanut, 27 pounds.....	8 34
Codfish (boneless), 1050 pounds.....	74 20
Coffee (roasted), 3155 pounds.....	434 91
Corn-starch and tapioca, 145 pounds.....	9 65
Crackers, 1334½ pounds.....	109 08
Cranberries, 3 crates.....	12 00
Crushed wheat, 2 barrels.....	16 00
Dried fruits, 1442 pounds.....	100 68
Eggs, 1450 dozen.....	347 40
Flavoring extracts.....	34 75
Flour, 535 barrels.....	2,768 68
Fresh fish, 3628 pounds.....	275 16
Gelatine and ginger.....	17 95
Grapes (Malaga), 50 pounds.....	7 50
Hominy, 16 barrels.....	70 40
Hops, malt and yeast.....	20 30
Carried forward.....	\$18,064 13

Brought forward.....	\$18,064 13
Horse radish, 6½ dozen pints.....	6 10
Ice, 133,300 pounds.....	276 94
Indian meal (granulated), 510 pounds.....	17 38
Lard, 1,161 pounds.....	109 42
Lemons and oranges, 11½ boxes.....	45 23
Mackerel, 6 barrels.....	104 99
Macaroni, 49 pounds.....	5 02
Maple syrup and sugar.....	32 39
Melons, 5 dozen.....	5 00
Milk, 71,937 quarts.....	3,956 51
Molasses and syrups, 1,081½ gallons.....	227 12
Mustard, 105 pounds.....	30 85
Nuts and candies (for Christmas).....	9 20
Oatmeal, 10 barrels.....	61 50
Oysters, 61 gallons.....	88 18
Peaches, 37 baskets.....	53 85
Pepper, 46 pounds.....	11 50
Pickles.....	39 70
Pork (salt), 3½ barrels.....	53 75
Potatoes, 349 barrels.....	614 95
Potatoes (sweet), 13 barrels.....	45 00
Poultry, 959 pounds.....	169 16
Raisins, 8 boxes.....	22 07
Rice, 3,400 pounds.....	227 85
Salad dressing and sweet oil, 2 cases.....	14 63
Salt, 18 sacks.....	29 15
Sardines, 352 boxes (halves).....	108 40
Smoked fish, 201 pounds.....	14 31
Smoked meat, 4,431 pounds.....	647 35
Spices.....	8 46
Sugar (granulated), 15,778 pounds.....	982 44
Tea, 1,185 pounds.....	364 86
Tomato catsup, 6 dozen pints.....	13 00
Vegetables.....	21 74

26,482 13

Clothing.

Bathing brushes and sponges.....	15 00
Braid, binding and trimmings.....	17 74
Buttons.....	21 60
Cambric, 290 yards.....	14 06

Carried forward..... \$68 40 \$26,482 13

Brought forward.....	\$68 40	\$26,482 13
Camphor, 25 pounds.....	4 90	
Cartage and freight.....	36 45	
Cash advanced pupils.....	420 19	
Checks, 807 yards.....	115 06	
Cheviot, 52 yards.....	4 96	
Cloaks, 9.....	39 50	
Cord, elastic and webbing.....	9 81	
Collars (linen), 10 dozen.....	11 60	
Collars (paper), 10,500.....	110 25	
Combs, 20½ dozen.....	20 65	
Corsets, 7½ dozen.....	45 00	
Corset laces and steels.....	3 33	
Denims, 114 yards.....	13 71	
Diaper, 18 pieces.....	9 75	
Drawers, 22½ dozen.....	114 54	
Dress goods, 577 yards.....	85 29	
Dress linings, 51 yards.....	2 31	
Flannel, 110 yards.....	23 68	
Gingham, 1337 yards.....	98 96	
Hair brushes, ½ dozen.....	1 25	
Handkerchiefs, 44 dozen.....	28 67	
Hats, 34 dozen.....	196 33	
Hose and half hose, 64 dozen.....	154 28	
Jean, 118½ yards.....	8 42	
Knitting-cotton and yarn.....	14 20	
Linen thread.....	8 80	
Mittens, 10 dozen.....	20 67	
Neckties, 35 dozen.....	48 50	
Night shirts, 15 dozen.....	77 70	
Overalls and jumpers, 7 pairs.....	2 90	
Pants, 1 pair.....	4 50	
Pins and needles.....	40 90	
Plaids, 171 yards.....	34 67	
Prints, 404 yards.....	23 28	
Repairing clipping machine, etc.....	5 88	
Ribbon, 22½ yards.....	4 86	
Rubber overshoes, 4½ dozen.....	18 02	
Rubber cape, 1.....	2 32	
Scissors and grinding.....	9 80	
Sewing machine repairs and needles.....	2 57	
Sewing silk and twist.....	15 13	

Carried forward.....

\$1,961 99 **\$26,482 13**

Brought forward.....	\$1,961 99	\$26,482 13
Shirting, 2161½ yards.....	183 16	
Shoe blacking and brushes	20 60	
Skirts, 1 dozen.....	7 00	
Spool cotton, 156 dozen.....	87 07	
Suits boys clothing, 67.....	665 00	
Suspenders, 18 dozen.....	35 79	
Thimbles, 3 gross.....	4 06	
Tooth brushes, 6 dozen.....	6 00	
Trunks, traveling bags and repairs.....	23 03	
Undershirts and undervests, 446.....	210 80	
Vests, 5½ dozen.....	32 50	
Waists, 1 dozen.....	3 50	
Wages of Seamstresses.....	970 00	
	<hr/>	
	4,210 50	

Shoe Shop.

Leather and findings, shoe shop		
account.....	\$2,254 19	
Cartage.....	15 00	
Repairing sewing machine.....	7 15	
Rye flour for paste.....	1 72	
Wages of Shoemaker.....	900 00	
	<hr/>	
	3,178 06	

Tailor Shop.

Cassimere, 1,337½ yards, tailor		
shop account.....	\$1,137 59	
Linings and trimmings.....	1,142 32	
Cartage.....	12 00	
Wages of tailor and tailoress...	793 65	
	<hr/>	
	3,085 56	
		<hr/>
		10,474 12

Furniture.

Baskets, 3 dozen.....	60 38	
Bath Brick.....	5 78	
Britannia pitchers, 2 dozen.....	44 00	
Brooms, 27½ dozen.....	90 90	
Brushes, 20½ dozen.....	106 50	
Camphor, 10 pounds.....	2 40	
Cane for chair seats.....	33 70	
Carpeting, 282½ yards.....	305 87	
Carpet sweeper	2 25	
	<hr/>	
Carried forward.....	\$651 78	\$36,956 25

Brought forward.....	\$651 78	\$36,956 25
Cartage.....	48 00	
Chairs, 6 dozen.....	32 50	
Clocks and repairing.....	19 25	
Clothes pins, 4 boxes.....	2 60	
Coal hods, 3	1 35	
Crash, 1,330 yards.....	160 55	
Crockery and glassware.....	198 61	
Damask, 189½ yards.....	96 69	
Duck (for clothes bags), 125 yards.....	18 88	
Feather dusters, ½ dozen.....	4 80	
Gas fixtures.....	2 56	
Knives and forks.....	17 21	
Lamps and chimneys.....	4 35	
Linen thread and sewing cotton.....	21 60	
Mats, 13	35 20	
Mattresses remade, 205	144 20	
Matting, 11 yards.....	7 30	
Mops and handles, 12½ dozen.....	31 76	
Moss and mattress twine.....	14 75	
Napkins, 10 dozen.....	21 75	
Oil cloth, 25 yards.....	15 00	
Pails, 5 dozen.....	15 00	
Pillows remade, 121.....	12 10	
Quilts and counterpanes, 52.....	45 98	
Repairing furniture.....	10 46	
Repairing sewing machine.....	7 20	
Repairing table ware.....	1 20	
Repairing tin and copper ware.....	93 41	
Repairing and tuning piano.....	87 00	
Repairing wringer.....	2 38	
Russia iron meat pans, 9.....	21 00	
Sheeting, 1576 yards.....	200 33	
Small kitchen wares.....	8 26	
Stove repairs, pipe, polish, etc.....	65 01	
Straw for bedding, 14,716 pounds.....	162 12	
Table Linen, 185 yards.....	108 32	
Thermometers, 14.....	5 95	
Tickings, 265½ yards.....	30 89	
Tin ware.....	72 48	
Towels, 110.....	26 53	
Toweling, 467½ yards.....	68 93	

Carried forward.....	\$2,595 24	\$36,956 25
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Brought forward.....	\$2,595 24	\$36,956 25
Whisk brooms, 1 dozen.....	2 00	
Window shades and repairing.....	132 48	
Wages of seamstresses.....	623 25	
	<hr/>	3,352 97

Building and Repairs.

Lumber.....	1,056 07
Fire escapes.....	985 00
Paints, oil and painting.....	532 28
Jobbing and labor.....	519 75
Hardware and tools.....	328 73
Kalsomining.....	328 00
Masonry.....	305 23
Repairing roofs, gutters and leaders.....	302 62
Steam pipe and fittings.....	301 46
Hot water boiler.....	260 00
Glass and glazing.....	224 03
Repairing furnaces and steam boilers.....	125 60
Plumbing.....	109 00
Felting for steam pipes.....	103 60
Boiler scale eradicator, 92 gals.....	94 30
Cartage and freight.....	85 18
Repairing ranges.....	90 35
Machinery repairs.....	75 66
Whitewashing.....	50 75
Repairing sinks.....	26 32
Lining steam box.....	19 15
Repairing elevator.....	18 83
Gas pipe.....	18 65
Drainage.....	15 37
Repairing washing machine.....	14 40
Repairing Yale locks.....	13 75
Repairing ventilators.....	12 60
Hydrants, 2.....	12 00
Belting.....	10 77
Repairing ice room.....	8 00
Machine oil, 10 gallons.....	7 50
Weather strips.....	4 56
Blacksmithing.....	4 20
Wages of Carpenters.....	1,641 73

7,705 44

Carried forward.....

Digitized by

\$48,014 66

Brought forward..... \$48,014 66

Fuel and Lights.

Gas, 995,800 feet.....	1,598 10
Anthracite Coal, 170½ tons.....	608 63
Charcoal, 204 barrels.....	147 00
Hoisting, shoveling and carting coal.....	114 98
Sperm and cylinder oils, 30 gallons.....	40 37
Matches, 5½ gross.....	7 80
Repairs to coal barrows.....	7 61
Candles.....	3 99
Wages of engineer and firemen.....	1,722 50

4,250 98

Stable.

Oats, 184 bags.....	214 30
Ground feed, 120 bags.....	144 65
Horseshoeing.....	120 60
Hay, 9,396 pounds.....	101 40
Repairing covered carriage.....	84 75
Harness and repairing.....	70 00
Repairing wagons.....	46 25
Stable tools, blankets, etc.....	26 38
Cartage and freight.....	18 70
Straw, 1,310 pounds.....	11 79
Oil meal.....	1 35
Wages of stableman.....	300 00

1,140 17

Farm and Garden.

Manure, 100 loads.....	125 00
Live stock.....	70 89
Seeds.....	56 68
Farm and garden tools.....	48 72
Blacksmithing on garden barrows.....	10 60
Machine repairs.....	10 15
Freight.....	6 00
Land plaster.....	4 50
Wages of farmer and gardeners.....	1,175 00

1,507 54

Washing.

Hard soap, 11,025 lbs.....	707 11
Starch, 1860 lbs.....	95 60

Carried forward..... \$802 71 \$54,913 35

Brought forward.....	\$802 71	\$54,913 35
Sal soda, 3700 lbs.....	56 07	
Castile soap, 204 lbs.....	50 38	
Sapolio, 10 cases.....	47 75	
Javelle water, 35 gals.....	27 80	
Cartage.....	24 00	
Repairing laundry stove.....	23 11	
Blueing, 10 cases.....	22 70	
Wages of laundresses.....	1,742 00	
		<hr/> 2,796 52

Printing.

Type and furniture....	300 77	
Paper.....	243 76	
Cards.....	61 19	
Folding and binding.....	52 74	
Cartage.....	48 25	
Electroplates.....	24 10	
Repairing press.....	17 27	
Recovering rollers.....	17 25	
Benzine.....	15 30	
Ink.	14 00	
Traveling expenses.....	13 45	
Sperm oil, 6 gals.....	7 60	
Postage.....	1 00	
Wages of Printers.....	1,544 96	
		<hr/> 2,361 64

Schools.

Books and stationery.....	959 03	
Postage and stamps.....	131 50	
Conversation tubes.....	128 50	
Prizes.....	61 95	
Cartage.....	36 00	
Repairing type-writers.....	8 45	
Arithmetical frame.....	8 00	
Ribbon for Diplomas.....	7 63	
Objects for Object teaching.....	3 65	
Salaries, Principal and instructors.....	18,766 91	
		<hr/> 20,111 62

Resetting kilns, account Art Dep't...	129 80
Art material.....	108 18

Carried forward.....	\$237 98	\$20,111 62	\$60,071 51
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Brought forward.....	\$237 98	\$20,111 62	\$60,071 51
Salaries, Art instructors.....	1,691 03		
	<hr/>	1,929 01	
		<hr/>	22,040 63

Hospital.

Medicines.....	270 77		
Professional services.....	85 00		
Surgical instruments.....	12 13		
Wages of nurse.....	240 00		
	<hr/>		607 90
Salaries of Superintendent, steward and assistants.....		5,438 37	
Salaries of Matrons.....		1,124 04	
Wages of Housekeeper, baker and cooks.....		1,997 04	
Wages of Supervisors.....		1,723 75	
Wages of Waiters, chambermaids and laborers.....		6,369 61	
Croton Water.....		2,609 80	
Insurance.....		2,497 50	
Expenses incurred account exhibit at New Orleans.....		1,288 87	
Expenses incurred in distributing circulars.....		382 50	
Stationery.....		220 03	
Traveling expenses.....		215 39	
American Annals of the Deaf and Dumb (subscription)..<		194 00	
Postage stamps.....		139 63	
Census list.....		100 00	
Hand grenades, 4 dozen, and altering 2 fire extinguishers.		90 00	
Manilla tissue, 7 cases.....		66 50	
Delegation to Faribault, Minn.....		60 00	
Wrapping paper and twine.....		52 57	
Alcohol, 22½ gals.....		51 21	
Expenses of pupils to American Institute Fair.....		43 35	
Cartage and freight.....		39 15	
Delegation to Albany.....		36 46	
Advertising Annual Meeting.....		35 30	
Newspaper subscriptions.....		27 91	
Bureau of information (annual subscription).....		25 00	
Maintenance fire alarm.....		20 00	
Surveying.....		20 00	
Employment Agency.....		10 00	
Engrossing minutes of board.....		10 00	
Indian clubs.....		9 75	
Watch dials for time detector.....		9 65	
Carried forward.....		<hr/>	\$107,627 41

Instruction of the Deaf and Dumb.

25

Brought forward.....	\$107,627 41
Expenses of collections.....	7 85
Insect powder.....	6 87
Telegrams.....	5 72
Drums heads and sticks.....	2 25
State Manuals.....	2 00
Certified copy of State Laws.....	1 30
Notarial fees.....	1 25

\$107,654 65

RECEIPTS.

From Comptroller of the State for State pupils' board and tuition.....	\$76,408 22
From paying pupils for board and tuition.....	1,315 00

From—	Board and tuition.	Clothing	Total.
Albany County....	\$921 67	533 33	1,455 00
Broome “	295 83	30 00	325 83
Chautauqua “		107 50	107 50
Chenango “		30 00	30 00
Clinton “		27 17	27 17
Columbia “	404 16	108 75	512 91
Delaware “	596 67	60 00	656 67
Dutchess “		30 00	30 00
Essex “	169 17	43 17	212 34
Jefferson “		30 00	30 00
Kings “	4,579 72	1,080 63	5,660 35
Lewis “		30 00	30 00
Livingston “		30 00	30 00
Monroe “		30 00	30 00
New York “	7,043 97	4,391 64	11,435 61
Oneida “		30 00	30 00
Onondaga “		19 58	19 58
Ontario “		24 33	24 33
Orange “	435 00	415 25	850 25
Oswego “		30 00	30 00
Putnam “		30 00	30 00
Queens “	342 50	202 25	544 75
Rensselaer “	12 50	118 75	131 25
Richmond “		30 00	30 00
Rockland “	181 67	108 58	290 25
Saratoga “	300 00		300 00
Schoharie “	61 67	178 83	240 50
Stenben “		30 00	30 00
Suffolk “		60 00	60 00
Sullivan “	300 00	150 00	450 00
Ulster “	212 50	296 58	509 08
Warren “	228 33	30 00	258 33
Washington “	595 83	35 33	631 16
Westchester “	280 00	381 33	661 33
Wyoming “		60 00	60 00

\$16,961 19 \$8,793 00

25,754 19

Carried forward..... \$103,477 41

Brought forward	\$103,477 41
From printing.....	1,198 29
From sales grease and refuse.....	190 16
From discount on audited bills.....	147 77
From sales empty barrels.....	36 52
From sales clothing.....	31 84
From sales, shoe shop account.....	24 97
From sales, rags and old papers.....	22 53
From sales, cabinet shop account.....	15 00
From sales, tailor shop account.....	11 15
From sales, garden account.....	4 50
From sales, art department account.....	3 00
From real estate fund to make good deficit for year.....	2,491 51
	<hr/>
	\$107,654 65

MEMORANDA.

The following statements are of accounts reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 343, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

DR.		BUILDING FUND.		CR.	
1884.			1884.		
October 1.	To balance from old account.....	\$84,816 72	September 30.	By balance to new account	\$98,775 78
	" interest.....	1,959 06			
		<u>86,775 78</u>			<u>86,775 78</u>
1885.					
October 1.	To balance from old account.....	86,775 78			

DR.		REAL ESTATE FUND.		CR.	
1884.					
October 1.	To balance from old account.....	28,784 89		By Cash, paid Executive Committee drafts 1,494,	
	" payments on account Legacy of Samuel Willetts.....	2,045 00		1,495, 1,496, 1,499, 1,500, 1,503, 1,504, 1,508,	6,984 88
	" Legacy of B. W. Merriam.....	500 00		" Cash advanced General account for deficit	
	" Donation from George A. Docksta-			for the year	2,491 51
	der, Esq.....	25 00		" balance to new account.....	22,287 67
	" interest	409 13			
		<u>81,764 01</u>			<u>81,764 01</u>
1885.				MEM.—General Account owes for amounts ad-	
October 1.	To balance from old account.....	22,287 67		vanced to meet deficits, \$28,846.21.	

LIBRARY FUND.		DR.	CR.
1884.			
October 1.	To balance from old account.....	\$4,259 43	
	" interest.....	147 47	
			\$ 181 14
			4,285 76
1885			
October 1.	To balance from old account.....	4,406 90	
			4,406 90
1885			
October 1.	To balance from old account.....	4,225 76	

FRIZZELL FUND.		DR.	CR.
1884.			
October 1.	To balance from old account.....	2,536 06	
	" interest.....	96 20	
			2,632 26
1885.			
October 1.	To balance from old account.....	2,632 26	
			2,632 26

HARRIET STONER FUND.		DR.	CR.
1884.			
October 1.	To balance from old account.....	152 08	
	" interest.....	5 74	
			157 77
1885.			
October 1.	To balance from old account.....	157 77	
			157 77

DR.	CARY FUND.		CR.
1884.			
October 1.	To balance from old account.....	\$104 49	
	“ interest.....	8 94	
		108 43	\$ 108 43
1885.			
October 1.	To balance from old account.....	108 43	
			108 43
RECAPITULATION.			
DR.			CR.
Building Fund.....	36,775 78	Cash in United States Trust Co.....	5,498 80
Real Estate Fund.....	22,287 67	“ N. Y. Life Insurance and Trust Co.....	14,449 68
Library Fund.....	4,225 76	“ Inst. for Savings of Merchants Clerks....	5,346 21
Frizzell Fund.....	2,632 26	“ Seamen's Savings Bank.....	1,778 01
Harriet Stoner Fund.....	157 77	“ Merchants' National Bank.....	1,119 87
Cary Fund.....	108 43	Bonds and Mortgages.....	39,000 00
	\$ 66,187 67		\$ 66,187 67

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 21st }
day of November, 1885. }

ANDREW WARNER,

Notary Public, New York.

[Signed.] GEORGE A. ROBBINS,
Treasurer.

Report of the Superintendent.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN : When Dr. Knickerbocker, late Superintendent and Physician, severed his connection with this Institution, on the 23d of June last, I was appointed by your honorable body, through its Executive Committee, Superintendent *pro tempore*.

While I fully and gratefully appreciate the confidence reposed in me, I am not unmindful of the weight of responsibility that attaches to the office.

Having held the position of Steward for nearly twenty-five years, I know, through my experience in that capacity, that the duties and responsibilities of the Superintendent are many and important, but, under the guidance and with the co-operation of the Executive Committee, I trust that the affairs of this department may be successfully administered, and that our united efforts to maintain throughout the Institution the highest efficiency with the lowest possible expenditure, may secure the most satisfactory results.

During the vacation months of July and August, the buildings were thoroughly renovated, and such repairs as were necessary to put them in a good sanitary condition were made. By direction of the Board, an additional fire-escape or balcony was erected by Messrs. J. B. & J. M. Cornell, extending entirely around the school building. By this arrangement, the pupils occupying the large dormitory on the upper story of that building, are furnished a means of exit in case of fire that cannot be cut off, as every window in the room opens upon the balcony. The cost of the structure was nine hundred and eighty-five dollars.

In consequence of the opening and grading of the "Ridge Road" through the premises by the City authorities, the Institution has been subjected to great expense and much inconvenience, involving the relaying of our Croton and Gas mains, the building of temporary roads, the removal of the large brick building (erected in 1869 for industrial purposes), the construction of a new stable, besides many minor inconveniences. The work of moving the "Shop building" is now about completed, and our various industries which, for a time, were somewhat retarded, will now progress more rapidly, and we trust with more satisfactory results than ever before.

During the past year, we have added cabinet-making to our line of industries, as a distinctive trade from that of carpentry. Mr. Henry Intemann, who, as shown by the excellent testimonials furnished, is a finished workman, was appointed by the Executive Committee to take charge of that branch. At the beginning of the term in September last, the boys working in the "carpenter shop" were classified as cabinet-makers and carpenters, and each division required to work at their respective trades, thus enabling each pupil, with proper application, to acquire sufficient knowledge, on graduating, to support himself as a mechanic. Indeed, this can be said of all of our boys, in whatever industry they are taught. The Institution furnishes them with every facility for acquiring the necessary knowledge, and if they fail the responsibility will rest in a great measure upon them as individuals. In this connection, it gives me pleasure to state that many of the old graduates are following successfully the trades learned in the Institution.

The term opened on the 9th of September under auspicious circumstances, our numbers of the previous term being fully maintained, and on the 1st of October, the beginning of the new fiscal year, the record shows an increase of fifteen pupils over the corresponding date of last year.

The advantages offered by this Institution for acquiring industrial instruction are becoming more fully recognized as the years go by. This is evidenced in the interest manifested by the parents of our pupils as well as by those who have children in other schools for the instruction of the deaf and dumb, where the industrial arts are not taught.

It is a matter of regret that the Treasurer's report shows a deficit of over two thousand dollars for the fiscal year. This, however, is attributable in the main to several unavoidably heavy expenditures, notably among which were the premiums paid on insurance covering a series of years, and an accumulation of bills for Croton water, the payment of which had been deferred from time to time, owing to a defective meter.

The following tabulated statement shows the movement of the population.

	Males.	Females.	Total.
Number present September 30, 1884.....	227	125	352
Former pupils re-admitted	12	12	24
New pupils admitted.....	23	15	38
Whole number.....	262	152	414
Number who have left during the year.....	12	11	23
Number connected with the Institution September 30, 1885.	250	141	391

The 414 pupils present at the Institution within the year were supported as follows.

By the State and Counties of New York,	407
By the parents or guardians,	6
By the Institution,	1
Total,	414

A complete catalogue of the pupils has been prepared and is herewith presented.

MEDICAL.

The general health of the inmates has been good, no death having occurred among the pupils, though I regret to say that one of our most faithful and esteemed employees, Peter Fox, fell a victim to that dread disease, pneumonia, contracted while in the discharge of his duty.

The following table, showing the number and character of the diseases treated in the hospital during the year, has been prepared by Dr. W. T. Alexander, recently appointed attending physician by the Board, from the medical record kept by his predecessor, which is followed by the special report of the consulting ophthalmologist.

MEDICAL RECORD.

RECORD OF DISEASES TREATED.	PUPILS.		Officers, teachers and em- ployes.	Total.
	Males.	Females.		
Abscess.....		2		2
Adenitis.....	3	2	1	6
Alopecia Areata.....	1			1
Amenorrhœa.....		4		4
Anæmia.....	2	2	1	5
Anthrax.....	1			1
Asthma.....		1		1
Bronchitis.....	5	1		6
Catarrh (nasal).....	4	3		7
Cellulitis (of face).....	3	2		5
Cephalalgia.....	2	3		5
Cough (reflex nervous).....		1		1
Dysmenorrhœa.....		2		2
Eczema.....	2	3		5
Epilepsy?.....		2		2
Erysipelas.....	2	1	1	4
Fever (intermittent).....			1	1
Fever (typhoid).....			1	1
Furunculus.....	3			3
Laryngitis.....	1			1
Menorrhagia.....		1		1
Metrorrhagia.....		1		1
Neuralgia.....		2	1	3
Ostitis.....		1		1
Pleuritis.....	1			1
Pneumonitis.....			1 fatal	1
Rheumatism.....	2	1	1	4
Sprain of leg.....	6			6
Tonsillitis.....	17	12	1	30
Wound of arm and hand.....	9			9
Wound of face.....	2	1		3

**REPORT OF THE CONSULTING OPHTHALMOLOGIST AND OTOLOGIST,
FOR THE YEAR ENDING SEPTEMBER 30, 1885.**

No. 105 MADISON AVENUE, NEW YORK, Oct. 1, 1885.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:

GENTLEMEN :—I have the honor to submit the following report of examinations, operations, etc., occurring in my department during the past fiscal year.

OPHTHALMOLOGICAL.

	Cases.	Remarks.	Cases.
Astigmatism.....	2	Benefitted by glasses.....	2
Blepharitis.....	3	Cured.....	3
Choroidal Atrophy.....	1		
Conjunctivitis, Acute.....	2	Cured.....	2
Conjunctivitis, Chronic.....	6	{ Cured.....	3
		{ Relieved.....	3
Dacryocystitis.....	2	{ Cured by operation.....	1
		{ Not operated on.....	1
Granular Lids ...	2	Improved.....	2
Hypermetropia.....	14	Glasses adjusted.....	14
		{ Strabismus obviated by	
		glasses	3
Hypermetropic Strabismus.	4	{ Strabismus obviated by	
		operation and glasses...	1
Keratitis.....	1	Cured... ..	1
Macula Cornea.....	6	Benefitted by treatment...	6
Myopia.....	3	Glasses adjusted.....	3
Occlusion of pupil by iritis.	1	Operation Iridectomy.....	1
Phthisis Bulbi.....	2		
Retinitis Pigmentosa.....	4		
Trachoma, Acute	1	Cured... ..	1

The above schedule demonstrates that, notwithstanding the large number of students at the Institution, ocular troubles of a contagious nature have been but infrequent, no epidemic having existed.

OTOLOGICAL.

	Cases.	Remarks.	Cases.
Otitis, Media, Catarrhal- is, Subacute.....	2	Cured....	2
Impacted Cerumen.	1	Removed....	1

I have also examined the ears of thirty-five of the pupils, testing each very carefully for any latent hearing, with the following result:

Thirty-two can hear the tuning fork by bone conduction.

Eleven can hear the tuning fork by aërial conduction.

In conjunction with Prof. Carrier's Conversational Tube over fifty pupils at the Institution can distinguish and reproduce vowel sounds. With the use of this Conversational Tube, twenty-two of the pupils examined can hear the ticking of the examiner's watch at varying distances from the mouth of the tube to three inches.

Fifteen hear it with one ear only, while seven hear it with both ears.

The examination of these pupils who had lost their hearing from various causes, reveals a diversity of pathological conditions unnecessary to specify here. The favorable results obtained by the use of the tube, however, seem of sufficient import to be of interest to the Board of Directors.

Very Respectfully,

F. C. RILEY, M.D.

INDUSTRIAL.

The exhibit of the industrial work in the different departments of practical education, is shown by the following tables.

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Institution.....	\$398 50
Printing Annual Report.....	550 00
Custom work (Cash).....	1,198 29
	<hr/>
	\$2,141 79

CARPENTER SHOP.

Estimated value of new work and repairs done for the Institution.....	\$3,111 15
Custom work (Cash).....	15 00
	<hr/>
	\$3,126 15

SHOE SHOP.

Number of pairs of shoes made..... 650

Cost of 776 pairs of shoes distributed.....	\$2,161 65
Cost of repairing 1,385 pairs of shoes.....	877 11
Custom work (Cash).....	24 97
	<hr/>
	\$3,063 73

TAILOR SHOP.

Number of coats made.....	114
Number of jackets made.....	197
Number of pairs of pants made	348
Number of vests made	101
Number of straw ticks made	78
Number of boys' aprons made.....	118
Cost of 109 coats distributed.....	\$544 30
Cost of 151 jackets distributed.....	522 78
Cost of 385 pairs of pants distributed.....	1,185 23
Cost of 96 vests distributed.....	147 70
Custom work (Cash).....	11 15
	<hr/>
	\$2,411 16

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced, and used in the Institution.)

Apples, 20 barrels..	\$30 00	Brought up.....	\$3,157 23
Beans, 87 bushels.....	108 75	Parasnips, 59 bushels....	78 75
Beets, 367 bushels	275 25	Pears, 80 bushels.....	30 00
Cabbage, 5,800 heads....	580 00	Peas, 84 bushels.....	105 00
Carrots, 70 bushels.....	105 00	Peppers, 4½ bushels.....	5 62
Celery, 150 dozen bunches	360 00	Pie plant, 563 bunches..	38 15
Chickens, 80 pairs.....	30 00	Potatoes, 140 barrels....	224 00
Cucumbers, 53 bushels..	53 00	Radishes, 210 bushels...	262 50
Eggs, 207 dozen ..	51 75	Spinach, 244 barrels...	488 00
Egg plants, 80... ..	12 00	Sprouts, 30 barrels.....	45 00
Grapes, 960 pounds. ...	38 40	Squash, 225	56 25
Leeks, 66 dozen bunches.	82 50	Sweet corn, 1,395 dozen..	279 00
Lettuce, 150 barrels.....	300 00	String beans, 72 bushels.	72 00
Milk, 17,555 quarts.....	965 52	Tomatoes, 492 bushels..	615 00
Onions, 98 bushels.....	122 50	Turnips, 55 bushels.....	22 50
Parsley, 533 bunches....	42 56	Cash receipts.....	4 50
	<hr/>		<hr/>
Amount carried up ...	\$3,157 23		\$5,478 50

FOR THE USE OF STOCK AT THE FARM.

Hay, 37 tons.	Corn stalks, 3 tons.
Rye, 100 bushels.	Corn in the ear, 125 bushels.
Millet, 3 tons.	

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	316	Sheets.....	331
Chemises.....	123	Shirts.....	453
Drawers.....	180	Skirts.....	68
Dresses.....	278	Table cloths.....	80
Napkins.....	100	Towels.....	1,334
Night dresses.....	104	Waists.....	70
Pillow cases.....	317		

ACKNOWLEDGMENTS.

As in several previous years, we are indebted to the officers of the New York, Lake Erie & Western and New York Ontario & Western Railroads, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair for a free admission to the pupils, with the teachers and officers of the Institution who accompanied them.

To the Manhattan Elevated Railroad Company for half fare for the pupils attending the American Institute Fair.

To the Ladies Committee for a Christmas tree and gifts, \$40.

To the New York College of Dentistry for the gratuitous services of its members in attending to the teeth of our pupils, the material therefor, to the extent of \$25, having been donated by a benevolent lady.

Before closing this report, I desire to state that I have been cordially and ably seconded in my efforts by the Matron, Mrs. Henry, also by Mr. Crittenden, who has been connected with the Institution nearly ten years, and Mr. Greenleaf, who are my immediate assistants in the office.

In conclusion, it seems fitting that I tender to you, gentlemen of the Board of Directors, my grateful acknowledgment for the cordial support and uniform courtesy I have received at your hands during the period of my Stewardship.

As we enter upon a new year in the history of the Institution, may we not reasonably hope that the same overruling Providence which has for so many years shed its benign influence upon the great work you have in hand, will bless your labors in the effort to benefit the unfortunate class for which this Institution was organized.

Respectfully submitted,

C. N. BRAINERD,

Superintendent pro tem.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Oct. 1, 1885.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTE FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1885.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Bauer, Michael.....	New York.....	New York.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Berray, Seymour A.....	Walton.....	Delaware.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Beyer, Henry.....	New York.....	New York.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Bohmler, George.....	Maspeth.....	Queens.
Blanth, William M.....	New York.....	New York.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Braner, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockmann, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Brown, Joseph E.....	New Paltz.....	Ulster.
Burkhardt, Julius.....	Brooklyn.....	Kings.
Burland, Nicholas.....	Hurley.....	Ulster.

Name.	Town	County.
Butterly, Peter, Jr.....	New York.....	New York.
Cambell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Caton, James H.....	Lloyd.....	Ulster.
Chase, Melvin B.....	Warrensburg.....	Warren.
Chinery, John F.....	New York.....	New York.
Clinton, Richard T.....	New York.....	New York.
Cooks, Samuel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Cory, Charles.....	Saratoga Springs.....	Saratoga.
Costuma, David.....	New York.....	New York.
Cotter, William, Jr.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Dackermann, Philip.....	Brooklyn.....	Kings.
Davis, Henry A.....	New York.....	New York.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton.....	Broome.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dugan, Daniel.....	Brooklyn.....	Kings.
Dunn, Ulysses G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Edwards, William S.....	Whitehall.....	Washington.
Egan, Michael.....	New York.....	New York.
Elflein, John A.....	Roxbury.....	Delaware.
Engle, Paul.....	Berne.....	Albany.
Enz, William.....	New York.....	New York.
Erdmann, Gustavo.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan.....	Chautauqua.
Ferris, George.....	Ashland.....	Greene.
Fisher, George T.....	Dunkirk.....	Chautauqua.
Flanagan, W. H., Jr.....	Newburg.....	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle, Peter.....	Albany.....	Albany.

Name.	Town.	County.
Fosmire, William H.....	Troy.....	Rensselaer.
Freid, Mayrea.....	New York.....	New York.
Friday, Benjamin.....	Albany.	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Walkill.....	Orange.
Grant, Robert H.....	New York.....	New York.
Gray, Charles.....	Newburg	Orange.
Gurnee, William.....	Walkill.....	Orange.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.
Hamm, George.....	Brooklyn.....	Kings.
Hamm, Henry.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Held, Henry.....	Albany.....	Albany.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrmann, Louis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Ingebrand, John, Jr.....	New York.....	New York.
Isaacs, Benjamin.....	New York.....	New York.
Jacobs, Jacob.....	Brooklyn.....	Kings.
Jaynes, John W.....	New York.....	New York.
Johnson, Philip.....	North Greenbush.....	Rensselaer.
Johnston, Robert D.....	New York.....	New York.
Joseph, Harry.....	New York.....	New York.
Jourdan, Frank.....	New York.....	New York.

Name.	Town.	County.
Kaiser, Charles.....	New York.....	New York.
Kane, Henry.....	Brooklyn.....	Kings.
Keegan, Teddy.....	Brooklyn.....	Kings.
Keiserwetter, Charles.....	New York.....	New York.
Kennedy, Henry J.....	New York.....	New York.
Kenny, Joseph S.....	Watervliet.....	Albany.
Kerr, Robert S.....	New York.....	New York.
King, Emmet.....	Richmondville.....	Schoharie.
Kistler, Jacob A.....	New York.....	New York.
Kistler, Joseph.....	New York.....	New York.
Knox, Frederick.....	Brooklyn.....	Kings.
Koenig, Carl.....	New York.....	New York.
Koffer, John.....	New York.....	New York.
Kricheldorf, William.....	New York.....	New York.
Krekel, George.....	New York.....	New York.
Lamm, Herman.....	Brooklyn.....	Kings.
Lawton, Ralph.....	Great Valley.....	Cattaraugus.
Lehmer, Charles.....	New York.....	New York.
Long, Walter.....	New York.....	New York.
Long, William, Jr.....	New York.....	New York.
Loos, George W.....	Claverack.....	Columbia.
Lorcer, Theodore.....	New York.....	New York.
Loyd, James B.....	Westfield.....	Chautauqua.
Lyons, John W.....	Brooklyn.....	Kings.
Maloney, John.....	New York.....	New York.
Manchester, George.....	Middleburg.....	Schoharie.
Mayer, Emil.....	New York.....	New York.
Maynard, Robert E.....	New York.....	New York.
McConnell, Gibson.....	Poughkeepsie.....	Dutchess.
McDonald, Andrew.....	New York.....	New York.
McEvoy, John J.....	Fishkill.....	Dutchess.
McKerahan, Edward.....	New York.....	New York.
McMickle, Frank H.....	Wallkill.....	Orange.
McMickle, Morris C.....	Wallkill.....	Orange.
McVea, Robert.....	New York.....	New York.
McVea, William.....	New York.....	New York.
Meade, Peter.....	Albany.....	Albany.
Meyers, James.....	Brooklyn.....	Kings.
Michael, Alexander.....	New York.....	New York.
Michel, Emil.....	New York.....	New York.
Miller, George W.....	New York.....	New York.
Miller, John C.....	Goldsboro.....	North Carolina.
Miller, Max.....	New York.....	New York.

Name.	Town.	County.
Minotti, Carlo.....	New York.....	New York.
Mitchell, Benjamin.....	New York.....	New York.
Mitchell, Peter, Jr.	New York.....	New York.
Mooney, John.....	West Farms.....	Westchester.
Moore, John.....	New York.....	New York.
Moore, William, Jr.....	New York.....	New York.
Morisse, George H	New York.....	New York.
Morris, William.....	Beekman.....	Dutchess.
Morris, William, Jr.....	Stapleton.....	Richmond.
Morrison, Matthew H, Jr...	New York.....	New York.
Muench, Henry.....	Brooklyn.....	Kings.
Mull, Charles F.....	Albany	Albany.
Neal, William S	Bloomsburg.....	Pennsylvania.
Oakes, Charles D.....	New York.....	New York.
O'Brien, John.....	New York.....	New York.
Ogle, James.....	Newburg.....	Orange.
Ogle, John.....	Newburg.....	Orange.
Ogle, Robert.....	Newburg.....	Orange.
Ogle, Willam.....	Newburg.....	Orange.
Osterhout, Edwin.....	Richmondville.....	Schoharie.
O'Sullivan, Richard M.....	New York.....	New York.
Owitz, Henry.....	New York.....	New York.
Parrish, John F.....	Jackson.....	Washington.
Paul, Andrew.....	Brooklyn.....	Kings.
Pechette, Charles.....	Cohoes.....	Albany.
Penrose, Frank T.....	Norristown.....	Pennsylvania.
Pickruhl, Charles R.....	Brooklyn.....	Kings.
Pitt, William J.....	Haverstraw.....	Rockland.
Plunkett, James.....	New York.....	New York.
Postlethwaite, William D....	New Orleans	Louisiana.
Powers, James.....	Flushing.....	Queens.
Prinsinzing, Henry.....	New York.....	New York.
Probet, Herman.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Redington, Peter F.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reid, William.....	New York.....	New York.
Reiff, Anthony, C.....	Brooklyn.....	Kings.
Reimann, William.....	Liberty.....	Sullivan.
Reue, Wesley.....	Olive.....	Ulster.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rose, William H.....	New York.....	New York.

Name.	Town.	County.
Rosenthal, Joseph.....	New York.....	New York.
Rudolph, Frederick.....	New York..	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin, Jr.....	Brooklyn.....	Kings.
Schmidt, Charles.....	New York.....	New York.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Shanks, William G.....	Albany.....	Albany.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Silliman, Frank D.....	Fulton.....	Schoharie.
Sinclair, Austin.....	New York.....	New York.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Louis G.....	Rensselaerville.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Spilker, Frederick.....	Long Island City.....	Kings.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Taplin, John E.....	Brooklyn.....	Kings.
Thies, Henry G.....	New York.....	New York.
Thompson, Charles T.....	Brooklyn.....	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J.....	Yonkers.....	Westchester.
Toohey, Joseph.....	New York.....	New York.
Torsney, John.....	Ninneville.....	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner, Frank.....	Brooklyn.....	Kings.
Tweed, Richard R.....	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Vandergrift, George.....	Schoharie.....	Schoharie.

Name.	Town.	County.
Van Seggar, John H.....	New Lots.....	Kings.
Wagele, Antoine.....	New York.....	New York.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
Wein, Ignatz.....	New York.....	New York.
Weller, George T.....	Crawford.....	Orange.
West, Eguene A.....	Linklaen.....	Chenango.
Whalen, Edward.....	New York.....	New York.
Wicke, Frederick C.....	New York.....	New York.
Wilson, James B.....	Brooklyn.....	Kings.
Winne, Solomon.....	Kingston.....	Ulster.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmund R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zerovitch, Harry.....	New York.....	New York.
Zundel, Robert.....	New York.....	New York.

FEMALES.

Ackermann, Josephine B....	Yonkers.....	Westchester.
Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Austin, Almada M.....	Watertown.....	Jefferson.
Austin, Anna E.....	Brooklyn.....	Kings.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.
Babcock, Edith.....	Southampton.....	Suffolk.
Baldwin, Catherine.....	Cambridge.....	Washington.
Bammann, Emma.....	New York.....	New York.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Beesmer, Cora J.....	Olive.....	Ulster.
Blackman, Katie.....	Deer Park.....	Orange.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.
Butler, Ellen E.....	Skaneateles.....	Onondaga.
Butler, Mary A.....	Skaneateles.....	Onondaga.

Name.	Town.	County.
Cheek, Mary E.....	New York.....	New York.
Ciesielskie, Julia.....	Jefferson.....	Schoharie.
Cohen, Dora.....	New York.....	New York.
Conklin, Lorena.....	Cochecton.....	Sullivan.
Coppock, Elizabeth A.....	New York.....	New York.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Crolius, Grace.....	New York.....	New York.
Crolius, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Hannah,.....	New York.....	New York.
Davis, Rachel....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City....	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Fish, Mabelle S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flanagan, Mary E.....	New York.....	New York.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.
Fronce, Lilly W.....	Newburgh.....	Orange.
Gabie, Florence.....	Yonkers.....	Westchester
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Goreth, Mary F.....	Walkill.....	Orange.
Grant, Maud.....	Newburg.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.

Name.	Town.	County.
Hitz, Matilda.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.
House, Eliza M.....	Brooklyn.....	Kings.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Kline, Mary.....	New York.....	New York.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Larson, Emma C.....	Stony Point.....	Rockland.
Lavandoske, Rosa.....	Clarkstown.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovel, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McMickle, Malvina.....	Wallkill.....	Orange.
McShane, Mary A.....	New York.....	New York.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Emma M.....	Newtown.....	Queens.
Miller, Eunice.....	Gilboa.....	Schoharie.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.

Name.	Town.	County.
Ogle, Elizabeth.....	Newburg.....	Orange.
O'Keefe, Margaret.....	New York.....	New York.
Ottmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peterson, Carolins.....	Brooklyn.....	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipski, Annie.....	Yonkers.....	Westchester.
Pinder, Edna	Middleburgh.....	Schoharie.
Poblinski, Bessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Price, Mary E.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Ray, Martha J.....	New York.....	New York.
Reese, Sophia.....	Constantia.....	Oswego.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenburg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catharine.....	New York.....	New York.
Schoonmaker, Amanda..	Rochester.....	Ulster.
Smith, Lizzie J.....	New York.....	New York.
Snedden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratoga.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Varick, Isabella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	Long Island.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wells, Emily.....	Harrisburg.....	Lewis.
Weyant, Mary A.....	Stony Point.....	Rockland.
Wilson, Theresa.....	New York.....	New York.
Wolcott, Adelia L.....	Caton.....	Stenben.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettol, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—The expiration of the official year of the Institution devolves upon me the duty of submitting to you the following

REPORT.

On the 1st of October, 1884, there were in attendance at the Institution, as pupils, 227 males and 125 females, to whom were subsequently added, of new pupils, 23 males and 15 females, and, of former pupils, 12 males and 12 females ; amounting to 262 males and 152 females—a total of 414. Of these were discharged 12 males and 11 females, leaving connected with the Institution, October 1st, 1885, 391 pupils, of whom 250 were males, and 141 females. Of these, 15 males and 5 females were absent, making the number present, 235 males and 136 females—an aggregate of 371.

The average number of pupils connected with the Institution during the year, was 379.

Within the Academic year commencing September 4, 1884, there were under instruction 252 males and 144 females, a total of 396 pupils. Of these, 50 little boys, varying in age from 6 to 12 years, had their home and instruction in a separate building on the grounds, under three teachers, one gentleman and two ladies, one of the ladies devoting her entire time to teaching lip-reading and articulation.

The remaining pupils were divided separately into male and female departments, the male department occupying the first story of the Academical building, and the female department occupying the second story. In the male department were employed five gentlemen, teaching two classes each, and two ladies, teaching one class each. The latter devoted one half the day to their own classes proper, and the other half, one to teaching lip-reading and the other to assisting in the instruction of the primary class of girls, and to rendering literary assistance to the male division of the High Class.

In the female department were eight classes, under four ladies who taught two classes each. Besides these, we had the assistance of two

ladies, who devoted a portion of each day to teaching lip-reading and articulation, and of one gentleman and one lady, who were entrusted with the conduct of the Department of Art. The entire corps of teachers, including the Principal, who spent half of each day in the class-rooms and the other half in those general labors which are essential to the maintenance and successful operation of a large school, was composed of eight gentlemen and ten ladies, a total of eighteen.

At the close of the Academic year, we were called upon to part with Prof. F. D. Clarke, who resigned his position as teacher of the two most advanced classes in our male department, to assume the post of Principal of the Arkansas State Institution for the Deaf and Dumb, to which he had been elected, and with Mrs. Isabella H. Carroll, who accompanied him to his new field of labor and usefulness. Their places have been supplied by the appointment of Mr. William H. Bishop and of Mr. Walter B. Peet, both of them hearing gentlemen of superior education and unusual adaptation to the work of teaching the deaf and dumb.

In the arrangement of hours of instruction, regard must necessarily be had to the fact that the Institution embraces two schools, the one designed to secure mental and moral elevation, and the other, industrial skill—so that the deaf-mute who comes to it without language, without knowledge, without an idea of either filial, social or religious obligation, and who, without special training, must, by reason of his misfortune, continue through life deficient and dependent, deprived of the exhilaration of intellectual intercourse and activity, of the stimulus of well-founded hope, and of the satisfaction of well-earned success, has the opportunity of being transformed into a new being, able to communicate freely with his fellows, whether hearing or deaf, to take his part in the great world of thought and action, to come under the influence of the master minds of all the ages, and to become a conscientious, honest, useful and honored member of that body of craftsmen who contribute to the necessities of society, and derive, from the labor of their brains and hands, a comfortable, if not a luxurious support.

These two schools are represented by a separation of the pupils into two divisions, each of which, under the divine blessing and influence, is, in its turn, moulded, through the efforts of skillful and devoted teachers, into that condition of mind and heart, which, uniting knowledge, wisdom, calculation and goodness, is to be recognized as the highest object of education, and is in addition made expert in all that, which, to acquired principles, adds practical application and skillful manipulation.

One of these divisions is in the school of language and kindred studies, from 8 to 12 in the mornings of one week, and from 1 to 5 in the

afternoons of the next week, while the other is, at the same time, in the school of industry from 8 to 11 in the mornings of one week, and from 1 to 4 in the afternoons of the following week. This gives to each pupil seven hours of instruction each school day, with ample time for study and recreation during the otherwise unoccupied hours.

The system of instruction is known as the Combined System, in contradistinction to all such systems as confine themselves to some exclusive method of expression. Its instruments are writing, the manual alphabet, pantomime, significant gestures for individual words, lip-reading, articulation, and grammatical symbols which indicate respectively the subject and predicate of the sentence, the part of speech to which each word embraced therein belongs and its relations to other words, the distinctions of case, number, person, voice, mood and tense, and the functions of phrases and clauses. It recognizes, as philosophical, those methods of acquiring language which directly link representative words with objects, attributes and actions, and, at the same time, by the ingenious devices already mentioned, associates grammatical principles with every form of written expression, so that grammar is taught by example and made an element of a constantly developing, uninterrupted growth. It conforms itself also to the pictorial modes of thought arising from the enforced substitution of vision for audition in the case of those who have never heard, in which memory plays the part of a diorama, and desire that of an ideal picture.

Out of this come, not those signs of thought which strike the ear in the form of tones and articulated words which constitute the language of civilization, but those which strike the eye in the form of digital outline, facial expression and simulated attitude and action—signs which those savage tribes of North America whose oral language has never been reduced to writing, and has not been sufficiently cultivated to make it adequate to the full expression of their ideas, share in common with the deaf from birth, to such an extent, that there is a positive and striking identity.

This was brought out in a very remarkable manner by the late artist and ethnographer Catlin, whose work on the North American Indians, and whose remarkable paintings of types of the different tribes into which they were divided, attracted so much attention some forty years ago. He, on one occasion, visited the New York Institution, in company with upwards of twenty representative Indians, whose delight at the striking pantomime with which our pupils regaled them, got the better of that stolidity of dignity with which the Indian habitually invests himself, but they could not be induced to make an exhibition of themselves for the benefit of our pupils, who were much disappointed that their own efforts to entertain their visitors did not meet their expected reward.

It has been more recently developed in the admirable and comprehensive work on the natural sign-language of Indians and of deaf-mutes, by Captain W. P. Clark, of the United States Army, who has devoted years of study to this subject, and has, through the publication of this work, given the opportunity to the hearing public to become familiar with the leading characteristics of the language of gesture. Of the accuracy of Capt. Clark's descriptions, I had an independent means of judging, when my friend and classmate, General H. B. Carrington, who had been encamped for years among the Indians of the far west, gave in my presence, illustrations of connected narrative in the gesture speech of our Aboriginal tribes. Had he been brought up, as I have been, among the speechless deaf, it is a question whether he could have been more graphic in his delineations, or have represented more truly to the life, persons, objects, actions and relations.

In the society of an Institution like ours, this gesture speech becomes so modified that it is rendered capable of expressing clearly and succinctly not only concrete but abstract ideas, and of analysing and elucidating any and every subject. The result is that, without special effort on the part of the teacher, the pupil obtains a great many ideas from which he would be long debarred, if he were confined to the slow process of advancing intellectually only so fast as he could go in a language made up of words. Lectures are delivered, discussions are indulged in, formal debates are had, through this wonderful medium, and there is a fire of eloquence in it which touches the soul, kindles the enthusiasm, arouses the emotions and melts the heart.

It thus brings the effects of oratory to bear upon the quiet senses of the self-contained deaf-mute. Like electricity, it causes new life to course through his veins, and unites him to his fellows and to the world, as he feels the pulsations of the living chain of which he finds himself a link. Cut him off from such privileges, and, so far from bringing him nearer to those who do not understand his language, you actually isolate him still more, for he cannot enjoy that consciousness of being one in feeling and sympathy with numbers that makes the whole world kin. Ignore it in the processes of familiarizing him with written language, and you not only refuse to avail yourself of a means by which the intricacies of language may be made plain and simple, and by which life is given to what appear to be dull, unmeaning words, but you also deprive yourself of the best test both of his comprehension and of his ability to use alphabetic language.

Let him give, clearly and graphically, the sense of a given passage—let him again give an appropriate gesture for each word and phrase that enters into its composition, and you know, for a certainty, that he comprehends it, both as a whole and in its parts. Present to him in what is, to all intents and purposes, his vernacular, a given thought or

a given incident, and, if he can reproduce it in a well constructed idiomatic sentence consisting of fitting words, you have the best evidence of his ability, not to repeat, parrot-like, the colloquialisms of the phrase book, but to avail himself, on the spur of the moment, of the general resources of the English tongue. If, on the contrary, he is unable to do either without mistakes, the teacher has the opportunity, by correcting his errors, of furthering his knowledge of words and their uses.

In this way, he has all the benefit to be derived from reciprocally translating from one language into another. Text books on different subjects are thus made available for the acquisition, not only of knowledge but of language, and remarks by the teacher in explanation and supplementation are made the groundwork of independent effort in composition. In this way, geography and history and mathematics and the circle of the sciences might be mastered, while each text book and each subject contributed its quota to the development of the pupil's knowledge of the English language.

In practice, however, it has been found that it is safer to follow the principle of the old Latin adage, *Festina lente*—"Hasten slowly"—as it is better that a few things should be well studied, that language should be incorporated into the mind as the vehicle of thought and expression, and that, so far as possible, in the classroom, the language of signs should give place to the language of words. Especially is this the case with the most advanced division of the High Class, where signs are not used by either teacher or pupil, but all the instruction is conveyed by the use of the English language in one of the forms appreciable to the eye.

The practice described in a previous report, of giving continuous thought in the intermediate and elementary classes, by means of the manual alphabet, and of requiring each pupil to make a sign for each word as spelled, the teacher stopping to give the sign and make the necessary explanations when a word or phrase new to all the pupils happens to be introduced, of then selecting some pupil to give the whole in the natural order of gesture speech, and of directing the class to write the sentence, is still continued with the happiest results.

It is in this way, mainly, that we have had such success with our two blind deaf-mute boys, James H. Caton and Richard T. Clinton. In conversing with them, every sentence is spelled into one of their hands with the manual alphabet, just as though they could understand every word composing it, and when there exists in the mind of the teacher any doubt whether what is thus said is fully understood, he requires his blind deaf-mute pupil to follow the spelled word with a manual sign.

The manual alphabet addressed to the eye, is unquestionably the

readiest and quickest way of conversing in verbal language with the deaf, and when hearing and speaking persons have, through benevolent or other motives, acquired facility in its use, they can converse with educated deaf-mutes with the same ease and satisfaction as with persons who hear.

The fact, however, that the phonic alphabet, as used in this Institution, can be made to replace the manual alphabet in phonetic spelling so perfectly, that every vocal element shall be distinctly visible to the eye of the deaf-mute, at the same time that the word is distinctly and correctly pronounced, has led us to give lip-reading and its corollary articulation a prominent place in our list of subsidiary studies. There would be no difficulty whatever in the way of making this an effective if not a perfect equivalent for the manual alphabet, had the English language, like the German and Italian, a phonetic spelling. As it is, we are obliged to accustom the pupil to translate the phonetic spelling into the orthographic, and, to this end, have commenced and made considerable progress in a dictionary which can be used with ease and benefit by our pupils, and will, it is believed, prove useful in schools for hearing children.

Some of our pupils, without a particle of hearing, can discern, on the lips, everything that is said to them at a little less than the ordinary rate of speech, requiring for each more difficult word only a single very deliberate repetition; and I hazard little in expressing the opinion, that the time is not far distant when, with all our pupils, inability to read the lips will be the exception, not the rule. Of course, their constant observation of the manner in which each vocal element is pronounced, induces a greater and greater effort to imitate it, and the teacher finds less and less difficulty in enabling the pupils to reproduce it. Articulate speech on the part of the deaf from birth, is apt to be metallic and monotonous in its effect upon the ear, unless there be some degree of hearing of which the teacher can take advantage to give the idea of tone and emphasis, and it is perhaps fortunate that the class who, before special instruction, have never spoken, are more likely to possess that degree of hearing which can be invoked to produce voice and modulation, than those who, through disease, have lost this sense after it has been once enjoyed. In the former, there seems to be an arrested development of the auditory apparatus which, in some cases, has been gradually renewed and continued after birth; in the other, paralysis of the nerve of hearing;—so that absolute and profound deafness is to be found, not so much among congenital as among accidental cases. For the aid of the former, we have recourse to Currier's Duplex Conical Conversation Tube, the invention of our special teacher of articulation, and to Rhodes's audiphone, which relies for its efficacy upon bone conduction through the teeth, and, singular to

relate, there are cases in which neither of these instruments alone will reach the seat of hearing, while both combined will effect the desired result. Prof. Currier has, under his special instruction, fifty-three pupils who, left to themselves, were deaf and dumb, but who now are beginning to hear, not with a prospect of gradually losing a weakened, but of establishing an awakened sense, and whose speech is becoming more and more euphonious and correct. This education of the ear is greatly facilitated by uniting lip-reading with it; for lip-reading presents to the eye of the deaf person whose hearing is in process of development, the visible characteristics which enable him to make intelligent distinction between vocal sounds.

But while the difficulties in the way of the deaf-mute are, by the exercise of philosophy and of patient thought and endeavor, thus happily, though with difficulty, removed, it seems strange that such tardy recognition should have been accorded to his extraordinary capacity in another direction, a capacity which, when cultivated, raises him at once above the plane of neglected dullness, gives zest to life, and awakens aspirations which will never be satisfied till he finds himself the peer of of men and women whom the world calls great. His artistic sense is his strongest endowment, but like the uncut diamond, it is and almost always must be hidden in the pebble whose marvellous power of absorbing and reflecting light will never be revealed, until it is taken in hand by the skilled lapidary and so shaped as to evoke its possibilities.

The poet and the artist differ in this. The word painter may, like Burns, spring from the soil, and, by giving loose reins to fancy and feeling, sing the song which enchants his kind, but the artist must pass through a severer ordeal; he must learn the principles of transferring the lines of an ideal to a real plane, of producing the effects of light and shade under circumstances where the bodily eye must be subordinated to the mental—of accepting what is seen in its simplicity, without introducing the complexity of details which he knows to exist, and of the effects of pigment which, in uninitiated hands, would produce a shade of color altogether different from that intended and desired, and to all this knowledge he must add a power of mental vision which nature alone can supply, and a deftness of touch which can hardly ever be attained without the constant and unwearied practice of years.

Where the deaf-mute has the advantage, is in the power of vision. Always hangs before him the picture of something, distinct in outline in shade, in color. He cannot divest himself of it. It is an ever present reality. To describe it in the air with all its convolutions and with its general effect, is the impulse of Nature: to enable him to put it on paper or on canvas, requires the influence of a master. His unaided ef-

forts will avail him no more than the unaided efforts of the earliest painters availed them. All art has been a development, of which museums of art, containing specimens of its progressive stages from age to age, are a most interesting demonstration, and the successful modern artist must have not only genius, but a most thorough training of eye and mind and hand, a training which only the born teacher can give.

It is this which is needed by the deaf-mute, gifted by nature and by necessity above his hearing brethren, more fortunate in other respects, less fortunate in this. And it is this which your intelligent appreciation and sympathy have at last given him. Our department of art has within it none of the elements of empiricism. It is presided over by a lady who has a genius for the evolution of the artistic faculty. She would not thank me if I should call her a great artist, but she will thank me for recognizing in her a thorough insight into the principles of art and a marked ability for making them clear and simple, and for training the hesitating hand to the firm precision which is the offspring of the continued exercise of a resolute will.

Every pupil in the Institution comes under her direct or indirect instruction one hour each week. Some of them come three hours each week, and others, three hours each day. The last named are expected to make a living by the exercise of some form of artistic work, a living not precarious nor insufficient, but certain and abundant, and if at least two of them do not attain fame, others besides myself will be grievously disappointed.

Those who attended the Commencement exercises in June last, witnessed an extraordinary display. The wall slates in front of them were covered with portraits, with landscapes and delineations of objects, drawn in their presence with white and black crayons, by a number of our pupils, in a remarkably short space of time. The mental picture was perfect, its reproduction in presence of the assembled friends of the Institution, accurate and most pleasing.

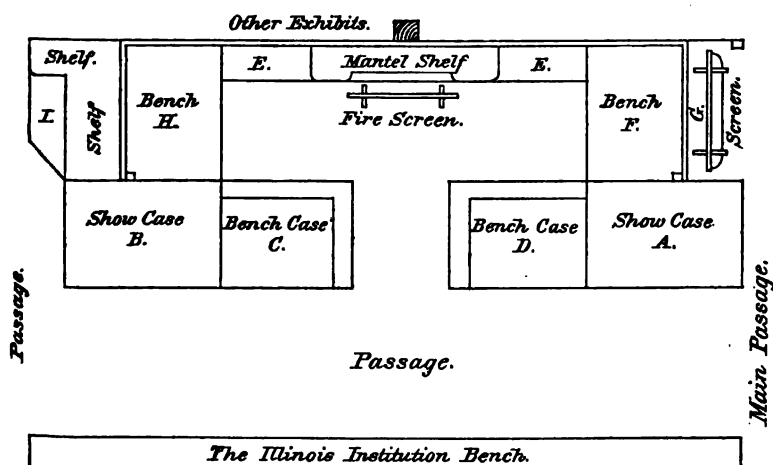
Far distant be the day when the question of economy shall take away from our pupils the glorious opportunity they now enjoy. Far better will it be to leave no stone unturned in the direction of private and public appeal, to make certain the continuance of this boon. Such a contingency, however, can hardly be regarded as probable. Even if an enlightened public sentiment do not insist upon it—it is not improbable that the pupils themselves will, through the proceeds of their work, furnish the means by which their art education shall be carried on, on at least its present scale of thoroughness. This training is a most valuable adjunct to the trades taught in the Institution. Printing, itself an art, finds its most appreciative, most tasteful adepts, among those who show ability in the department of art. Cabinet-making

and carpentry, shoe-making and tailoring, horticulture, baking, and hair-cutting and shaving, which are also numbered among the industries taught here, all derive an impulse, a delicacy, a finish and an ideal, from this art instruction; while the dress-making, shirt-making and millinery, as well as household work of various kinds in which our girls are made proficient—all owe something to the good taste and the correct ideas which result from a development of the artistic sense.

A fine exemplification of this fact was furnished by the exhibit of this Institution at the New Orleans Exhibition, held in 1884-5, of which the following account, prepared by Prof. LePrince, of this Institution, and incorporated into his report by Mr. J. R. Dobyns, chairman of the Committee on this subject appointed by the principals of the Institutions for the Deaf and Dumb in the several states, appeared in the October number of the American Annals of the Deaf and Dumb.

The exhibit consisted of contributions by the Artistic and Industrial Departments of the Institution. The Instruction Department is represented by class books and special works and charts by Dr. Isaac L. Peet, the principal.

The exhibit was prepared in the Institution within six weeks, under the direction of the principal and Madame Le Prince, manager of the Art Departments, after designs by Professor A. Le Prince, who also superintended the erection of the stand at New Orleans.



The Illinois Institution Bench.

Disposition.—Upright glass cases A and B and bench glass cases C and D stand on benches, draped with dark maroon cloth and panelled with "lincrusta" and black walnut mouldings; an opening is reserved between cases C and D to allow closer inspection of drawings, panels, tiles, etc., hung on screens E and E or standing on benches F and H. Other drawings and decorative works are hung on return screens I and G or stand on shelves and platform at I, as described below.

Cases A and C. Needle-work Department, Superintendent, Miss Lewis.—Lace, silk, and worsted tidies, flouncers, splashers, trimmings, collars, pin-cushions, etc. The two lay figures in case A were also dressed by this Department.

Case D. Printing Department. Manager, Mr. Hodgson.—Specimens of cards, menus, pamphlets, reports, etc., printed by the Department; also two numbers of the "Deaf-Mutes' Journal," edited by Mr. Hodgson and printed by his pupils.

Instruction Department.—Class books, specimens of method of writing by Dr. I. L. Peet's system, yearly reports, by-laws of the Institution, works on deaf-mute instruction by Drs. H. P. and I. L. Peet.

Case B. Shoemaking Department. Manager, Mr. J. Lechthaler.—1 pair each of man's shoes, boy's low shoes, lady's shoes, and girl's shoes. The small shoes of the lay figures were also made by this Department.

Tailoring Department. Manager, Mr. Henry Roth.—2 dolls' suits, 1 man's suit, 1 boy's suit.

Carpenters' Department. Manager, Mr. Henry Intemann.—Wood toy pump, walnut table. This department has also executed all the wood work of the stand, including benches, panelling, mouldings, wood-work of mantel-piece, etc. Some more work is shown on platform I.

Screen E. Fine Art, Decorative, and Technical Art Department. Directors—Professor A. Le Prince and Madame Le Prince.—Decorative panel, (painted tapestry,) Dr. I. L. Peet's charts of the predicates of the English sentence, mantel piece, (modern renaissance,) black-walnut shelves and mouldings, (Carpentering Department,) panels *a, b, c, d, e, f, g, h*, oxidized silver on lincrusta, four "old blue" tiles, and velvetreen lambrequin decorated in lustra by Technical Art Department; 7 lincrusta mats, lincrusta panel, decorated wares, teapot stand, wild-roses, tiles; 2 lincrusta panels, decorated terra-cotta, panel of lilac and snow-balls painted on gilt lincrusta, panel of apple blossom on gilt lincrusta, teapot stands, (morning glory tiles,) 3 wafer-colors, (Flowers, Pots and Tray, Marguerite,) 4 charcoal drawings, (2 Japanese Jars, Apples, Flying Dove,) lincrusta mats on mantel board, umbrella stands, (decorated lincrusta.)

Screen F.—2 charcoal drawings, (Bust on Books, Pewter Pitcher,) 4 water-colors, (Horse and Cart, Cart, Old Arch Foxglove,) 2 lincrusta mats.

Screen G.—4 water-colors, (Mediæval Figures, Models, Vase and Drapery,) 1 oil-color, (Roses,) five-o'clock-tea fire screen.

Screen H.—2 charcoal drawings, (Servant Girl, Apple Branch,) 5 water-colors, (Cow, Jar, Tower, Small Vases.)

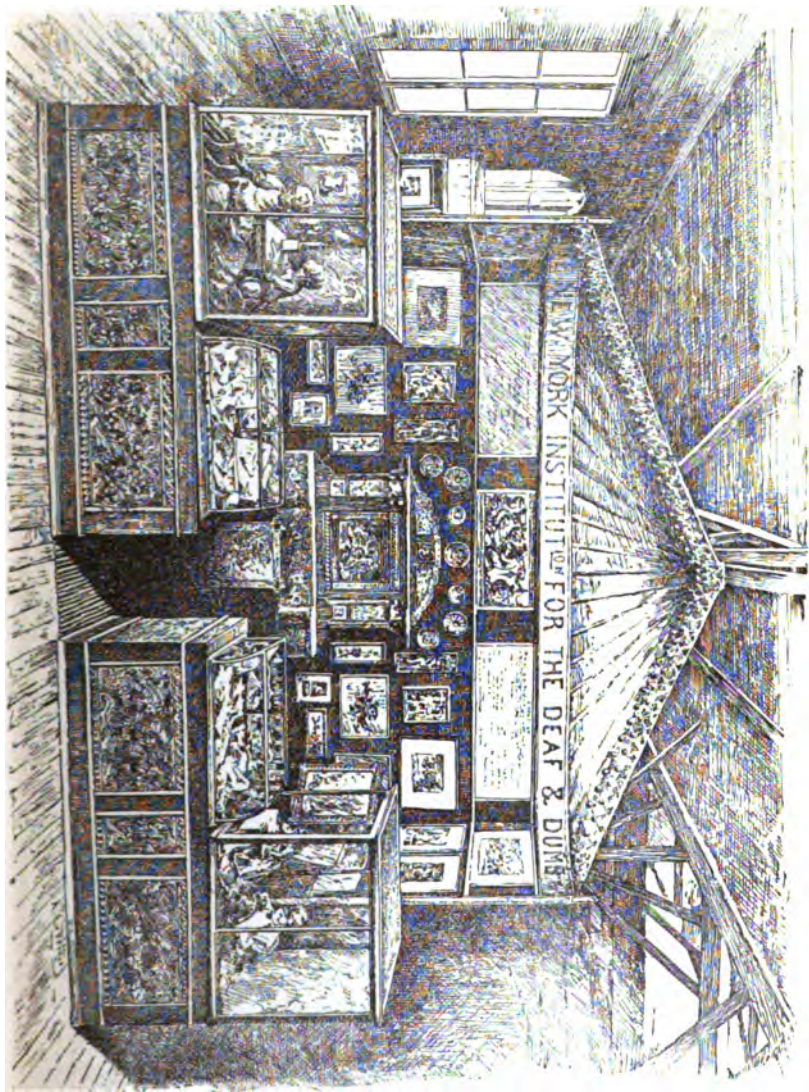
Bench N.—Lincrusta mats.

Screen I.—3 lions' heads, (lincrusta decorated blue faience, red faience, and oxidized silver,) Technical Art Department; portrait of the late Rev. William Adams D.D., ex-president of the Institution; 4 charcoal drawings.

Platform I.—2 desks, 2 bureaux, 8 frames, Carpentering Department.

The accompanying impression of a photo-electrotype copy of a

pen and ink sketch will exemplify the general effect produced by the grouping of the foregoing details.



Other Institutions for the Deaf and Dumb in various parts of the country were represented by special exhibits, but to this Institution was awarded the diploma.

During the last session of the Legislature was passed a law extending the privilege of an additional three years' term for higher instruction,

to 24 pupils who have completed the ordinary term allowed by law, instead of to 12 as heretofore. The number now on the list is 20.

It is most gratifying to be able to record that this legislation had the cordial approval of the Hon. W. B. Ruggles, Superintendent of Public Instruction, and that the number of additional pupils who have been admitted, through its operation, by his appointment, is 8.

Our acknowledgments are also due and are gratefully extended to the publishers of the following periodicals and newspapers, which have contributed to the information and enjoyment of our pupils.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday School Journal, New York City.

Semi-Monthly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes' Companion, Faribault, Minn. (Two copies.)
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)
Mutes' Journal, Omaha, Neb. (Two copies.)

Semi-Weekly.

New York Times.
New York World.

Weekly.

The Evangelist, New York City.
The Newburgh Weekly Journal, Newburgh, N. Y.
The Utica Weekly Herald, Utica, N. Y.
The Watertown Reformer, Watertown, N. Y.
The Rome Sentinel, Rome, N. Y.
The Saratogian, Saratoga Springs, N. Y.
The Weekly State Gazette, Trenton, N. J.
The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)
The Goodson Gazette, Staunton, Va. (Two copies.)
The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
The Vis-a-Vis, Columbus, Ohio.
Deaf-Mute Hawkeye, Council Bluffs, Iowa.
The Deaf-Mute Advance, Jacksonville, Ill.
The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)
The Deaf-Mutes' Journal, New York City. (Two copies.)
The Deaf-Mute Index, Colorado Springs, Col.

The Tablet, Romney, W. Va.

The Kansas Star, Olathe, Kansas.

Our Little People, Rochester, N. Y. (Twenty-two copies.)

The Deaf-Mute Voice, Jackson, Miss.

On the 26th and 27th days of August, was held in the city of Albany, the 10th biennial meeting of the Empire State Association of Deaf-Mutes. As most of the members are graduates of this Institution, I accepted an invitation to be present and participate in the proceedings. The Hon. Erastus Brooks, President of your honorable body, manifested his sympathy and interest by making a spoken address which I had the pleasure of translating into signs, so that the hearing persons present and the deaf-mutes in session all had the benefits of words of wisdom so pertinent to the occasion that they were, in the language of Solomon, like apples of gold in pictures of silver. Mr. Brooks afterward proposed for discussion the question of the right of deaf-mutes to participate in Civil Service examinations with a view to securing positions of trust and usefulness under the government.

The fact that there are many clerical duties which they can perform as well as those who are not deprived of hearing, and the further fact that there are at present, under government, many deaf-mutes appointed under the former system of selection who are still rendering excellent service, seemed to justify the Association in calling attention to the fact that, under a form of generalization adopted by the Civil Service Commission, deaf-mutes were excluded, probably by inadvertence but none the less unfortunately, from the opportunities heretofore enjoyed.

Another member of the Board of Directors, the Rev. Dr. Thomas Gallandet, Rector of St. Ann's Church for deaf-mutes, familiar from his childhood with the language of signs, and a life-long friend of the deaf and dumb, also took a prominent part. To both these gentlemen the Association, by formal resolution, expressed a sense of the favor extended to them by their presence and coöperation.

The orator of the occasion, Mr. Thomas F. Fox, a graduate of the Institution, and at present employed as a teacher, gave, in signs, a version of an address which he had written for the occasion—an address, which would have done honor to any man of his age endowed with the enjoyment of all his senses. The papers read, the remarks made, and the discussion participated in by other prominent deaf-mutes, were in the highest degree creditable, and the convention, as a convention, made a most favorable impression upon the hearing visitors present, and, through the newspapers, upon the citizens of Albany.

The Governor of the State and the Superintendent of Public Instruction received a large delegation of the body in their respective offices, and extended to them courtesies which they will long remember.

The reputation of this Institution, as of institutions for the hearing, is in a great measure in the hands of its graduates, and the large number of deaf-mutes who, as intelligent, upright and well educated citizens, are leading lives of usefulness and honor, as a result of the benefits they derived from her fostering care, furnish the best evidence of the value of the Institution, and offer to the State the highest encouragement to continue its wise and liberal policy of giving, to every deaf-mute within her borders, the opportunity of obtaining, without money and without price, a full and complete education.

All of which is respectfully submitted.

ISAAC LEWIS PEET,
Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
OF THE DEAF AND DUMB, Nov. 11, 1885.

Report on the Annual Examination

JUNE, 1885.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—The Special Committee to which was entrusted the duty of conducting the Annual Examination of the pupils, and of determining the results of the course of instruction and plan of mental discipline pursued, beg leave to present the following

REPORT.

At the commencement of the Examination on Wednesday, June 17, the Committee were furnished by the Principal with the annexed schedule, embracing the names of the classes with the teachers in charge, the number of pupils under instruction during the year, the number present at the examination, their special and general classification and their standing. By the term *standing*, it is not intended to designate the actual time that each pupil has been under instruction, but simply to indicate the rank that the class holds. It is impossible to preserve the same classification in respect to time, through the whole course. Some pupils, by reason of late admission, want of capacity or diligence, absence or other causes, fall below the general standing and drop into a lower class, while others of better minds or greater industry are promoted.

SCHEDULE OF CLASSES, JUNE 17, 1885.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Francis D. Clarke....	8 years.....	22	21
II.	Thomas F. Fox.....	7 years.....	25	22
III.	William G. Jones.....	6 years.....	22	22
IV.	E. H. Currier.....	5 years.....	16	16
V.	William G. Jones.....	4 years.....	24	24
VI.	E. H. Currier.....	3 years.....	16	14
VII.	Chester Q. Mann.....	3 years.....	19	19
VIII.	Chester Q. Mann.....	2 years.....	19	17
IX.	Josephine F. Rintoul..	1½ years.....	12	12
X.	Isabella R. Carroll....	3 to 8 months.....	13	13

KINDERGARTEN.

(Children under 10 years.)

I.	Luan C. Rice.....	2 to 3 years.....	20	20
II.	C. W. Van Tassell....	2 years.....	10	10
III.	C. W. Van Tassell....	8 mos. to 2 yrs.....	9	9
IV.	C. W. Van Tassell....	1 year.....	2	2
V.	C. W. Van Tassell....	1 to 8 months.....	10	10

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

I.	Thomas F. Fox.....	9 years.....	1	1
II.	Thomas F. Fox.....	7 years.....	1	1

HIGH CLASS.

F. D. Clarke.....	9 to 11 years.....	9	9
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SUPPLEMENTARY HIGH CLASS.

Thomas F. Fox.....	10 years.....	2	2
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II.—FEMALES.

I.	Josephine L. Ensign..	8 years.....	14	14
II.	Ida Montgomery.....	7 years.....	19	18
III.	Josephine L. Ensign..	6 years.....	20	20
IV.	Jane T. Meigs.....	5 years.....	18	17
V.	Jane T. Meigs.....	4 years.....	16	16
VI.	Myra L. Barrager....	2 to 3 years.....	24	23
VII.	Myra L. Barrager....	3 weeks to 1 yr.....	24	24

HIGH CLASS.

Ida Montgomery....	9 to 11 years.....	9	9
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LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Currier.....	32	14	46	30	14	44
Elizabeth Mitchell.....	48		48	48		48
Jane T. Meigs.....		15	15		15	15
Josephine F. Rintoul.....		19	19		18	18
Myra L. Barrager.....		42	42		41	41
Josephine L. Ensign.....		20	20		20	20
Francis D. Clarke.....	31		31	30		30
Thomas F. Fox.....	26		26	23		23
William G. Jones.....	46		46	44		44
Mrs. A. T. Mann.....	28		28	26		26
Miss Rambo.....	10		10	10		10
	221	110	331	211	108	319

AURAL DEVELOPMENT.

E. H. Currier.....	10	12	22	10	12	22
Elizabeth Mitchell.....	3		3	3		3
Jane T. Meigs.....		19	19		18	18
Josephine F. Rintoul.....	12		12	12		12
	25	31	56	25	30	55

DRAWING.

Mme. Sarah E. LePrince.. | 252 | 144 | 396 || 244 | 141 | 385

BOOK-KEEPING.

Thomas F. Fox..... | 4 | | 4 || 4 | | 4

RECAPITULATION.

UNDER INSTRUCTION DURING THE YEAR.		PRESENT AT THE EXAMINATION.	
Males, . . .	252	Males, . . .	244
Females, . . .	144	Females, . . .	141
Total,	396	Total,	385

In the examination of the male and female divisions of the High Class, the Committee had the valuable assistance of Rev. Dr. Thomas Gallaudet and of Rev. Dr. Edward L. Clark, whose reports hereunto appended will be read with no little interest, and to these gentlemen they desire to convey the assurance of their appreciation of the intelligent sympathy which led them to devote an entire day to a searching inquiry into all the subjects of study pursued, and of the able manner in which they discharged the duty they had consented to assume.

The examination of the other classes was conducted, in many instances, by means of questions previously prepared but sedulously kept from the knowledge of both the teachers and their pupils. These questions were answered by the pupils on paper, without the opportunity being afforded of obtaining aid from either books or individuals, so that the examination was a true test of the attainments of each separate pupil.

The work of each day was preceded by devotional exercises in the chapel, under the direction of the Principal, and it was affecting to notice the rapt attention of these interesting children as their petitions were offered in the silent language of gesture to Him to whom all the modes of human appeal are alike intelligible.

To afford a practicable means of estimating the progressive advancement of the pupils, we will now proceed to give a succinct account of the work of each class as it appeared in the examination, and add thereto such details of the proceedings of the week as will convey an idea of the culture and intellectual privileges enjoyed by those who, but for this Institution, would be completely cut off from all those influences which elevate the human being above the conditions of mere animal existence.

We will, therefore, begin with the

MALE DEPARTMENT.

Tenth Class.

In this class were collected thirteen pupils, in the lowest stage of advancement, under the instruction of Mrs. Isabel R. Carroll, with a standing of from three to eight months. Their studies were that part of Peet's Scripture Lessons, treating of the attributes of God in contrast with those of man, and exercises in the English Language. In this branch, the pupils were employed for several weeks in simply copying from the printed page with a view of training them to habits of observation and accuracy. They then took up Dr. Peet's chart of Essential Sentences, and were taught to write the names of objects connected by a verb with their attribute. A majority of the class were able to write correctly sentences modelled after those in the given

formula. One of the pupils had been under instruction three months, and had been taught in Peet's Language Lessons. He was able to write the names of twelve objects, to write simple sentences involving the use of the verb *touch*, and the nominative in the first and second persons. The examination indicated talent and ability, and a remarkable degree of patience on the part of the teacher, who had succeeded in awakening the dormant faculties of her pupils to activity, and in giving them pleasure and enthusiasm in their daily work.

Ninth Class.

Miss Josephine F. Rintoul had charge of this class, which contained twelve pupils, with a standing of one year and a half. During the school year they had been studying Dr. H. P. Peet's Part III; Peet's Scripture Lessons; arithmetic, through addition and subtraction; hymns; daily exercises in articulation and weekly model letters. In the instruction of four members of this class who possessed a partial hearing, the system was identical with that followed with hearing pupils of the same age, the recitations in Monroe's First Reader and Peet's Language Lessons being conducted orally. The class had received an hour's daily instruction in connection with the ear-tube, and had also an hour's exercise in lip-reading. The examination evinced care and zeal on the part of the teacher.

Eighth Class.

The eighth class was taught by Mr. Chester Q. Mann, and contained nineteen pupils, two of whom were absent at the time of the examination. This class is one of two years' standing, and the studies have been Peet's Scripture Lessons, twenty pages of which have been perfectly committed to memory; Peet's Language Lessons, reviewed; Peet's System of Addition and Subtraction; model letters; hymns and school-drill. The class has also had daily exercises in lip-reading under Mrs. Mann and Miss Rambo, and has received a lesson in drawing each week. The examination was satisfactory.

Seventh Class.

This class, also, was under the instruction of Mr. Mann, and embraced nineteen pupils, with a standing of three years. Their text books for the year were De Fontaine's Wisdom Teeth; Peet's Part III., the history of man studied in connection with grammatical symbols; Peet's Language Lessons reviewed; Peet's System of Arithmetic; hymns; lip-reading and drawing. These pupils were able to answer such questions in American History as "Who discovered America?" "How many states are there in the United States?" and in Scripture Lessons, such as, "Who was the first man?" "How long ago was the crea

tion ?" Their answers were good and to the point. The class showed considerable progress in their studies.

Sixth Class.

The sixth class, with a total of sixteen pupils of three years' standing, was under the instruction of Mr. E. H. Currier. The studies were Mitchell's First Lessons in Geography ; Child's History of the United States ; Ray's Elementary Arithmetic, through the four ground rules and United States Money ; Peet's Scripture Lessons ; Selected Hymns and the Ten Commandments ; English composition ; Dr. Peet's Phonic Alphabet ; and drawing from objects one hour each week. The following is a specimen question with its answer. "What was the appearance of the Indians ?" "They were quite tall and straight. They had long, black hair, and their complexion was red or brown. They were brave, but also cruel and revengeful." These pupils gave the names of all the United States with the Capital city of each State, without an error. Their examination in geography indicated a thorough training in this branch. In general, the replies elicited on the several topics were remarkably original, showing that the class had been carefully trained to habits of thought and self-reliance.

Fifth Class.

In this class there were twenty-four pupils of four years' standing, under the instruction of Mr. William G. Jones. Their text books during the year had been Child's History of the United States ; Mitchell's First Lessons in Geography ; Peet's Scripture Lessons ; hymns ; arithmetic, through the four ground rules ; grammatical symbols, lip-reading and drawing. The character of the questions given in these studies and the answers to them will be seen by a glance at the appended specimens. "What is the Federal Constitution ?" "It is a body of rules by which the people of the United States of America are governed. It is called 'Federal' because the several states united or leagued themselves together in support of it." "What can you say of the City of New York ?" "It is the largest city in the Western Continent, and one of the greatest commercial cities in the world." The papers of these boys were well written, and in the examination they acquitted themselves very satisfactorily.

Fourth Class.

The class ranking as the fourth had a standing of five years and contained sixteen pupils, taught by Mr. E. H. Currier. The programme of studies included Swinton's Geography and Thompson's Geographical cards ; Useful Knowledge cards ; Swinton's History of the United States ; hymns ; English composition ; Dr. Peet's System of Phonic Analysis, and drawing once a week. The following are some of

the questions on these subjects, with the answers in reply. "Who were the Pilgrims?" "They belonged to a religious sect opposed to the church of England, who suffered terribly on account of their religion, and came to America to seek liberty to worship God according to their own belief." "What man do you most admire of those whom you have studied about in United States History, and why?" "I admire Christopher Columbus the most, because he discovered America. If it had not been for him, many of the events of the past few centuries might not have happened." "What is a thermometer?" "It is an instrument for telling the change in the temperature by the rising and falling of the mercury." With the hymns and in composition, they did exceedingly well. In his mode of instruction, the teacher seems to have employed every means to interest his pupils in their studies. His success was attested by the quickness and originality of their replies. The lip-reading and articulation of this class, as well as those of the Sixth Class under the same teacher, showed careful training with a promise of surprising results hereafter.

Third Class.

The number of pupils in this class was twenty-two, of six years' standing, under the instruction of Mr. William G. Jones. Their studies were Monteith's Youth's History of the United States; Mitchell's New Primary Geography; Peep of Day; hymns; arithmetic, the four ground rules and simple fractions; grammatical symbols, model letters, lip-reading and drawing. In the examination, the class was prepared to answer the given question. Below are appended some of the questions and answers. "What was the Stamp Act?" "It was a tax imposed upon paper used for deeds, pamphlets, etc. This paper was stamped, so the law was called the Stamp Act. It was passed by the British Parliament in 1765." "Count over all the things that God made." "Light, air, clouds, seas, dry land, the things that grow out of the earth, the sun, moon and stars, and living creatures." "What can you say of the population of Europe?" "The population is composed of varieties of the Caucasian race. In the north, the people are very fair, with blue eyes and light hair, in the south, they are darker. The nobles are usually rich and live in splendor, while the poor work hard, and pay large taxes." As it will be seen from these replies, the pupils have been ably instructed, and have responded with alacrity to their teacher's efforts in their behalf.

Second Class.

Twenty-five youths, having a standing of seven years, were comprised in this class, under the instruction of Mr. Thomas F. Fox. Of the whole number, twenty-two were present at the examination. Their

course of study during the year had been Swinton's History of the United States; Mitchell's Intermediate Geography; Douglas's Initiatory Grammar; Ray's Elementary Arithmetic, through United States Money and fractions; hymns; penmanship; and in drawing, a lesson each week. The class had had daily practice in the language of common life, and had written original compositions weekly on topics selected by the teacher. All of the class had spent an hour daily in lip-reading, and in the special examination they were generally correct in this branch. School drills had been practiced on alternate Fridays. The following are selections from the papers of this class. "England was Spain's first rival in American exploration. In fact, it was the Cabots that, sailing under the English flag, first discovered America, four years before Columbus discovered the South American Continent." In grammar, six different questions were given to each pupil, and with one or two exceptions the answers were right. The majority of the boys worked out and analyzed the following problems. A merchant bought 5 pieces of cloth; the first piece contained $13\frac{1}{2}$ yards; the second, $18\frac{1}{2}$ yards; the third, $16\frac{1}{2}$ yards; the fourth, $15\frac{1}{2}$ yards; and the fifth, $21\frac{1}{2}$ yards. What amount of cloth did he purchase?" The papers of these boys showed the advantage of careful instruction. Several of them obtained perfect marks in some of the studies. They all passed an excellent examination in the different branches taught them, and showed an agreeable promptness throughout the work.

First Class.

This class, the highest grade of the Grammar department, has been under the care of Mr. Francis D. Clarke. Composing it were twenty-two young men, with a standing of eight years. The course of studies followed during the year, embraced, in grammar, the development of the verb and grammatical symbols; Harper's School Geography; Dr. H. P. Peet's History of the United States; arithmetic; hymns, and those portions of the Bible which formed the text of the daily exercises in the chapel; composition. The phonic alphabet had been taught an hour every day, and instruction in drawing had been received by the class, an hour each week, from the professor of drawing. In response to a direction to describe the form of the United States government, the following was given: "The general government of the United States, and the several state governments, are all republican or representative in form. The general government has three distinct departments—the Legislative, the Executive and the Judicial. The legislative consists of two bodies, the Senate and House of Representatives. The Senate consists of two members from each state; the House of Representatives embraces a certain number of members chosen directly by the people of the several states. The

President of the United States is the chief executive officer of the government. The Supreme Court consists of a Chief Justice and eight associate judges. The complete statement of the plan of government is called the Constitution, and each state has a political organization similar in most respects to that of the United States." Their papers indicate a high standing for the class, and prove that it is has been taught by a teacher of ability and experience.

JUVENILE DEPARTMENT.

The classes coming under this head are five in number, containing the younger male pupils varying in age from six to twelve years, and have their residence and school rooms at the Mansion House. They, in all, number 51 pupils, under the manual instruction of Mr. Charles W. Van Tassel and Miss Luann C. Rice. In articulation and lip-reading, they were trained by Miss Elizabeth Mitchell.

Fifth Class.

This is the lowest class, the pupils which compose it having been under instruction varying lengths of time from three weeks to two months. Their drill has been with special reference to enabling them to distinguish the twelve objects forming the basis of primary instruction—namely, the key, the hat, the box, the mat, the adze, the door, the quill, the vase, the jug, the cup, the saw, the knife. Most of the pupils spelled the names of these objects with their fingers when the objects were pointed out to them, and several were able to write the names on their slates.

Fourth Class.

In the next higher class, the fourth, there were two boys who had been under instruction for one year. They were rather dull, and consequently slow in learning, yet in the examination their work showed that they had mastered a number of pages in Peet's Language Lessons, a few pages in Peet's Scripture Lessons, and could write their names and give their ages and residences. •

Third Class.

Five boys, two of whom had been at school since the preceding September, and the others for two years, composed this class. They had studied fifty-one pages of Dr. Peet's Language Lessons, and had also thoroughly reviewed the preceding lessons taught them. They had memorized the first section of Scripture Lessons, could count in figures and words from one to three hundred, and in penmanship were able to write their names, ages and residences, and occasionally send short letters to their friends.

Second Class.

Ten boys still farther advanced composed this class. Their course of study had been eighty-five pages of Language Lessons ; Part I. of Scripture Lessons ; addition, and counting in words and figures to 2000, and penmanship. They had had constant practice in dictation, making signs for every word as it had been spelled to them. Besides learning the grammatical symbols, they were sufficiently advanced to write letters to their friends. In lip-reading they had received daily instruction and appeared very well in this branch, as indeed in all the others.

First Class.

On account of differences in the degree of improvement, the twenty pupils in this class, under Miss Luann C. Rice, were separated into two divisions of ten pupils each. The general range of studies has been Dr. Peet's Language Lessons ; Scripture Lessons ; Felter's Primary Arithmetic ; penmanship, drawing and model letters. In all these studies the first division had made considerable progress, and their examination papers speak well for the fidelity of their teacher. The second division, while not so far advanced, still made a very presentable appearance in their examination. Both divisions had been constantly taught by manual dictation, and the result of this system was manifest in their work. The results were creditable alike to the pupils and their teacher, who, through many difficulties, has brought them up to such a high standing.

Class of Blind Pupils.

In this special class were the two blind deaf-mutes, James H. Caton and Richard T. Clinton, under the instruction of Mr. Thomas F. Fox. Caton's standing is nine years, and Clinton's, seven years. Caton's studies during the year were History of the United States ; History of England ; Ancient History ; Animal and Vegetable Physiology ; geography ; English Literature ; Mental Arithmetic, and, in Cathcart's Literary Reader, selections from Shakespeare and Milton. He was required to write out a daily composition with the type-writer, and was kept informed of current events. Clinton's text books included De Fontaine's Wisdom Teeth ; Sargent's Second Reader ; Keep's Stories ; Peet's Part III ; mental arithmetic ; and hymns. In the English language and composition he had had daily exercises, using the type-writer as a means of expressing his thoughts. We subjoin a few extracts from the examination papers. Caton, to a question in English Literature wrote, "The term 'classical language' is applied to a pure and dignified form of language adapted to expressing the higher order of thoughts. The word 'classical' is from the Latin *classis*, signifying a class or order of Roman citizens." Besides other answers to questions, he wrote the whole of "Hamlet's Soliloquy," and "Wolsey on the Vicissitudes of Life."

To the question "Who are ministers and physicians?" Clinton wrote, "A minister is one who preaches God's word and ministers to the soul. A physician attends us when we are sick, and ministers to the body." He also answered twenty other questions on various topics. The examination of these two boys showed the advantages of careful instruction, their papers printed on the type-writer being models of neatness and general correctness.

FEMALE DEPARTMENT.

Seventh Class.

This, the lowest class of the female department, has been under the care of Miss Myra L. Barrager, the general standing, being from three weeks to one year. By reason of the difference of time in school and capacity of learning, it was found expedient to separate the pupils into four grades. In the first grade, the dullest pupils were collected together with the latest arrivals. During this time at school, they have mastered the twelve objects forming the basis of primary instruction. The next grade had learned to distinguish those twelve objects and the letters of the alphabet, and had been drilled in Peet's Language Lessons. In the third grade, the pupils had learned all the foregoing, and also hymns, and counting in figures to six hundred. The highest grade had studied Peet's Language Lessons; simple exercises in addition and subtraction; the first three sections of Peet's Scripture Lessons; the Lord's Prayer, and penmanship. They had had daily exercises in lip-reading, and an hour weekly in drawing. In the examinations, the third and fourth grades wrote the Lord's Prayer, and the hymn beginning with the words "Nearer, my God, to thee," without an error, and in arithmetic, the fourth grade were able to perform the required exercises. The work and appearance of this class while under examination, speaks very highly for the efficiency and ability of the young lady in charge.

Sixth Class.

As in the class previously mentioned, Miss Barrager had also the care of the advanced class of the primary department. In this class, there were twenty-four bright little girls, whose standing was between two and three years. For their age, they had made great progress in the following studies—viz., Peet's Course of Instruction, Part III; Peet's Scripture Lessons, Part II; daily exercises in language; arithmetic, through the four ground rules; hymns; the Ten Commandments; the Lord's Prayer; lip-reading, and drawing. These little girls did remarkably well in the written examinations. Being asked, "What do girls who have learned a trade become?" one answered, "Some cover umbrellas, some sew gloves, some bind shoes. Others become tailoresses, or book-folders, or dressmakers, or

milliners, or work in woollen and cotton factories." All of this class wrote the Lord's Prayer, and the hymn beginning with the words "Abide with me," correctly. In arithmetic, the majority of the class worked out the following problem : "A lady bought some cashmere for \$1.50 ; some lining for 30 cents ; some tape for 8 cents ; and some ribbons for 36 cents. She gave a five-dollar bill in payment ; how much change ought she to have received ?" Their papers were all neat and well written, reflecting great credit upon both the pupils and their painstaking teacher.

Fifth Class.

The fifth class has been taught by Miss Jane T. Meigs. The number of pupils was sixteen, their standing being four years. The course of instruction pursued embraced the following text-books : Peet's Scripture Lessons ; Peet's Course of Instruction ; Colburn's Mental and Dudley's Written Arithmetic ; model letters and dialogues ; penmanship and drawing. Language was taught by dictation, and lessons in articulation were given by means of Currier's Conical Conversation Tubes. In lip-reading, Dr. Peet's phonic system had been employed. In Scripture, excellent descriptions were given of Esau, Rebekah and Joseph ; as, for instance, "Joseph was the beloved son of Jacob. He wore a coat of many colors, and was sold into slavery by his brothers, who were jealous of him. He became a great ruler in Egypt." Being asked what she could say of the vulture, one of the girls wrote. "The vulture is nearly as large as the eagle. He is very fond of carrion, and will sometimes scratch open graves and devour the dead bodies like the hyena. The turkey-buzzard is like the vulture, but smaller." Problems in addition, subtraction, and multiplication, were satisfactorily performed, and the Lord's Prayer and a hymn fully written out. The replies of the pupils to the questions given were very good, and showed that the class had been taught by a competent and faithful instructor.

Fourth Class.

Miss Meigs also had charge of this class, which was composed of eighteen pupils with a standing of five years. Their studies had been Peet's Scripture Lessons ; Swinton's Primary Geography ; Peet's Language Lessons ; mental and written arithmetic, hymns, and penmanship. Articulation had been taught with the aid of Currier's Conversational tubes. An hour daily was devoted to lip-reading and to language taught by dictation. In response to a direction to describe the otter, the following was written, "The otter is about as large as a fox. He digs holes in the banks of rivers and lakes, to sleep in. He swims and dives in the water and catches fish to eat. The fur of the otter is very fine and soft, and is often made into gentlemen's caps." As a specimen of a letter written by one of the pupils, we append the following :

"DEAR PAPA :—It is a great pleasure to write to you. I am well, and hope you are well also. The weather is just lovely to-day. We are being examined by our teacher, and I hope we shall be successful. I have tried to learn all I could, and so I feel happy. I am sorry you are going to Baltimore, as I will not be able to see you soon. With much love,

Your affectionate daughter."

The girls in this class were bright, and showed the results of careful and systematic training.

Third Class.

The instructor of this class was Miss Josephine L. Ensign, who had under her care twenty pupils of six years' standing. Their text books had been Parley's Universal History; Mitchell's Primary Geography; Foster's Story of the Bible; arithmetic as far as United States Money; drawing; penmanship; lip-reading; and articulation. They had received lessons in language an hour daily, and had had frequent exercises in dictation. The following specimens are selected at random from among the examination papers. "How large is Europe compared with the United States?" "Europe is considered the third quarter of the globe. It is the smallest in extent, being about one-fourth as large as Asia, and one-third as large as Africa, and about one-third as large as the whole United States." "What can you say of Greece?" "It is a small strip of land extending into the Mediterranean Sea, and lies almost exactly east of New York at a distance of five thousand miles." Being directed to give a description of Diogenes, the following was written by one young girl: "Diogenes was a queer old fellow, whose idea was that the fewer enjoyments a man had, the happier he ought to be. He used to go about in shabby clothes and sleep in a great tub. One day Alexander the Great found him mending his tub, and asked Diogenes if he could do anything for him. 'Yes,' said the philosopher gruffly, 'get out of my sunshine.' Diogenes was evidently not a polite man." Altogether these pupils made a very favorable showing, reflecting credit upon themselves and their teacher.

Second Class.

In this class there were nineteen young girls, under the instruction of Miss Ida Montgomery, all of whom were present at the examination. They had a standing of seven years, and had pursued and were accordingly examined in the following studies: History of the United States; geography; arithmetic; the Bible; hymns and national songs; proverbs; and stories. In the last mentioned branch, they had been drilled in the translation of stories from poetry and signs into prose composition, and exhibited ease and facility in this line of writing. At the examination, the class showed that they comprehended the subjects they had studied. The questions in geography brought forth some interesting answers. For instance, in response to "What can you say

of the Grampians?" One wrote: "The Grampians are a range of hills in Scotland, which is a mountainous though beautiful country. Edinburgh is the capital, and there are many beautiful palaces there. Glasgow is the largest city. The people are industrious, moral and well educated, and are also thrifty. Robert Bruce and Sir Walter Scott lived there, as well as Robert Burns." Questions in United States History were equally well answered, the cause of the Revolutionary War being thus described: "The cause was that England wanted to get money from the Americans by taxation. When the king and his ministers found that the Americans were becoming numerous and prosperous, they determined to tax them, but would not allow American representatives in the English Parliament. The Americans refused to pay taxes, and war ensued." The examination papers of these girls were equal to any that could be expected from hearing scholars of the same age, and entitle the class and the teacher to the most favorable commendation.

First Class.

The first class of the female department contained fourteen pupils of eight years' standing, who were taught by Miss Josephine L. Ensign. In their course of studies were embraced Anderson's History of England, Swinton's Grammar School Geography, Foster's Story of the Bible, Peet's Grammatical Analysis; arithmetic, through fractions; model letters; penmanship; lip-reading; and drawing. The language exercises, in which the class were daily drilled, were given in connection with grammatical symbols, to which an hour was devoted each day. The examination papers of these pupils formed interesting reading. Their dialogues and other specimens of composition are worthy of mention. The character of Henry VII was thus described: "When young, he was remarkable for his personal beauty, his affability and ease of address, and he was accomplished both in mind and body. He married his brother Arthur's widow, to whom he had been betrothed since his eleventh year." The revival of learning was described in the following language: "The revival of learning, principally the study of the classics, constituted a remarkable feature of the Elizabethian period. Erasmus, a native of Holland, who was a professor of Greek in Oxford University, did much toward the attainment of this result." The work done by these pupils, showed that the teacher had been zealous in the instruction of her charges.

Lip-Reading.

As will be seen by reference to the schedule, instruction in this branch was given by nine of the teachers, and two assistants, the whole number of pupils thus taught being 331, of whom 319 were present at the examination. They had been taught an hour each day in Dr. Peet's

Phonic Alphabet, and when sufficiently advanced were required to distinguish simple sentences combining the alphabetic sounds. The examinations were conducted by Dr. Peet, assisted by Professors Currier and Clarke, and in the various classes, the results showed that the work of instruction had been careful and thorough, the pupils, as a rule, displaying remarkable proficiency in reading the lips.

Aural Development.

The system of instruction in vogue under this heading, has been under the special care of Professor Currier and three lady assistants, the number of pupils taught being 56. As an aid in the education of the ear, Currier's Conical Conversation Tubes were used, and proved of great service in aiding the pupils to distinguish sounds. The examinations were interesting and in the highest degree satisfactory.

Art.

The examination of the work performed by the pupils in this department, under Madame Le Prince, was conducted by Mr. J. H. Beard, N. A., President of the National Academy, and Mr. Arthur Lumley, of the New York *Graphic*, whose report is appended.

"STUDIO, 1300 BROADWAY, NEW YORK, June 22, 1885.

"*To the Committee of Instruction, New York Institution for the Deaf and Dumb.*"

"GENTLEMEN: We have inspected the work done during the year 1884-85 in the Elementary Department and working studios at the Institution, and find the progress shown by the pupils' works has been both rapid and thorough.

"The system of working exclusively from the object in the Elementary Department entails a very heavy task on the teachers, but it is the only one founded upon right principles. It develops the power of sight to the true proportion of surrounding objects, and the rapid and accurate understanding of form and size absolutely necessary not only to the artist, but almost any profession or avocation in which the *intelligence of the eye* is required.

"The rapid and spirited time-sketching on slates, executed by your pupils in our presence, is the direct outcome of their excellent training.

"In the working studios, the modelling in clay and wood-carving, the designing for tapestry and ceramic decoration, the decorating over glaze and enamel work on tiles, trays and plaques, seem to us well chosen and calculated to open to your pupils those avocations, closely connected with art, for which their remarkable keenness of sight indicates a natural outlet; a skilled kind of labor for which the rapid and constant development of the decorative arts all over our country, insures honorable and lucrative employment to those qualified.

"We have also been favorably impressed with the excellent arrangements and conveniences as well as the cheerfulness of the studios and work-rooms, and we think no little credit is due to your able and energetic teachers, Prof. and Madame Le Prince, for having established and set to work in so short a time an art department of such importance.

"On the whole, we have been deeply interested by all we have seen during our

visit, and we desire to express our best wishes for the continued growing success of your young and vigorous Art Department.

"J. H. BEARD, N. A.,

"ARTHUR LUMLEY."

SPECIAL COLLEGE PREPARATORY CLASS.

The College Preparatory Class consisted of two of the most advanced members of the High Class, John H. Geary and John C. Miller. They were under the tuition of Mr. Thomas F. Fox, and had pursued a special course preparatory to admission to the National Deaf-Mute College. Their curriculum included Berard's History of England to the end of the reign of Henry VIII, Kerl's Common School Grammar, Harper's Political Geography, Wells' Natural Philosophy, Higginson's History of the United States, Eaton's Common School Grammar,—all of which they had completed and reviewed. They were also required to write compositions weekly. Their examinations were thorough in every respect and the results were a brilliant showing for both young men, one of whom received perfect marks in three subjects. In English grammar, besides giving a number of definitions, the following with other sentences was correctly parsed: "Such, alas ! is the fate of foolish ambition." Below is given a specimen problem with the answer, as worked out by one of the young men. "A ladder 30 feet long rests on the ground 12 feet from the side of a house, and its top reaches a window. How high is the window ?

"The ladder, 30 feet long, resting on the ground and reaching to the window may be considered as the hypotenuse of a right-angled triangle, of which the distance to the house from the foot of the ladder—viz., 12 feet—is the base, and the perpendicular, the length of which is to be found, is the distance from the ground to the window. Now, it has been proved by geometry that the square of the hypotenuse of a right-angled triangle is equal to the sum of the squares of the other two sides. Of course, if the hypotenuse and one of the sides are known, the remaining side can be found by subtracting the square of the given side from the square of the hypotenuse, which will give the square of the remaining side, the square root of which will be the length of the side.

The square of 30, the hypotenuse, is,	900
Subtracting from this the square of 12,	144

We have,	756
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the square root of which is 27.49 feet, the height of the window."

This is but a specimen of the work done. In all the studies, the answers were original, showing ability of thought and power of reasoning. These young men passed an excellent examination in every detail, and their papers are worthy of special notice.

In addition to the above mentioned, the graduating members of the High Class were subject to a competitive examination to determine the question of their diplomas, the gold medal and the Harriet Stoner Testimonial.

THE BACCALAUREATE SERMON.

On the afternoon of Sunday, June 21, there was a large audience of pupils, graduates and visiting strangers present in the chapel, when the exercises of closing week were formally opened with a sermon by the Principal, designed to correspond with what is known in our American colleges as the baccalaureate sermon.

The following is the written portion of his discourse, purposely condensed so as to admit of thorough amplification by signs.

JOSHUA 1 : 11.

"Within three days ye shall pass over this Jordan, to go in to possess the land which the Lord your God giveth you, to possess it."

"This announcement was one of the most interesting and important that had been made to God's chosen people since the day when Moses led them out of Egypt.

"For forty years, they had been in the school of the wilderness, receiving, from the great schoolmaster, that instruction which was to prepare them for a new and untried life,—a life that was to make them a nation, a life in which every man was to have a home of his own, in a land flowing with milk and honey, and full of promise to every one who should practice the principles which he had been taught. And, now that Moses had finished his work, and given up the reins of authority to one who was to exercise over them a control adapted not to childhood, but to manhood, the new government was in three days to have full force over them.

"Such is the announcement that is now made to many of you. Within three days, the waters of the Jordan which separates the School from the State, are to be rolled back like the scroll on which is inscribed the commendation of this Institution to its graduates, while the waters below are to flow away, allowing you to pass, without impediment of any kind, to that comparative freedom and personal responsibility which await you in the world.

"You are no longer children. Your school days are about to be ended. Hitherto, like the Israelites of old, you have been the objects of peculiar care. All your steps have been directed for you. You have been fed and clothed, and shielded from all the troubles and anxieties of life. Your health has been looked after, and you have increased in stature and in strength. Day after day, kind teachers have given you instruction. From a darkness like that of heathen Egypt, you have been brought to a knowledge of the true God and of the Saviour whom

He hath sent. From a bondage worse than that under which the children of Israel groaned for upwards of 400 years, you have been freed, by learning your rights and by obtaining a language in which you can defend them. You are no longer at the mercy of those who might take advantage of your ignorance and compel you to perform unpaid service. You have had opened to you the treasures of all books. You have been taught to reproduce, in artistic pictures, the visions which, in the deep silence of your deafness, continually present themselves to your minds, and you have each of you learned a handicraft which will enable most of you, not only to earn your own living, but also to take upon yourselves the responsibility of relieving the State from the care of those unfortunates among you who are carried wounded to the rear in the great battle of life.

"Preparation is finished. Action must begin. What is your purpose in life ?

"I trust it may be—

- "1. To be honest, in every sense of that noble word—honest in conversation, honest in intention, honest in promises, honest in action, honest in business, honest in every kind of dealing—whether toward God or toward man—honest without hypocrisy, or pretence, or untruthfulness, or vanity, or any form of fraud or deception ; so honest that only the dishonest can suspect you.
- "2. To be energetic and industrious. "Do with thy might," says the apostle, "whatever thy hand findeth to do."
- "3. To be systematic—doing every thing in its proper order.
- "4. To be benevolent—loving thy neighbor as thyself.
- "5. To be studious. Lay out a course of reading, and every day read a portion of some good book. It is wonderful how much of language and of knowledge any one can acquire by thus reading every day.
- "6. To be skillful in the use of written words. *Nulla dies sine linea*—no day without a line—was the motto of a great Latin author, and it is a motto that will enable you to keep up that which is most difficult for one who has never heard a spoken word, an idiomatic, easy, and correct style of writing.
- "7. To be devout—loving the Lord thy God with all thy heart and soul and strength. Read a portion of Scripture every day. Offer daily prayer and praise at the throne of grace. Attend public worship every Sabbath, and if you have no kind friend to show you what is going on, make the church a holy place where you shall worship and meditate in sympathy with the true christians present in the congregation.
- "8. To be filial. Love your parents and honor them. Try to add to their happiness. Never throw off their claim upon you. But,

above all, be filial to God. Look up to Him as to a father. Ask Him for the help of the Holy Spirit to enlighten your minds, to purify your hearts, and to give you strength to perform every duty.

“9. To be loyal,—loyal to the Institution where you have received your education, always seeking to promote her welfare; loyal to your country, as good, faithful, law-abiding, patriotic citizens, ready to die, if need be, in her defence; loyal to your Lord and Saviour Jesus Christ, to whom be glory both now and forever. Amen.”

PLANTING THE CLASS IVY.

According to a time-honored custom, the evening prior to Commencement Day was devoted to the planting of the Class Ivy. The members of the graduating class assembled on the Institution lawn, and in the presence of a large audience the ivy was planted. Mr. John C. Miller, the class orator, was then introduced by the Principal, and spoke as follows :

“*Fellow Pupils* :—To-day being the last day of the school session, we are assembled to perform the time-honored rite—the planting of the ivy. It is hard to realize that it has been a year since the class of '84 planted its ivy and that our turn has now arrived.

“The ivy just planted represents the beginning of our lives at the point of departure from our *Alma Mater*. We should not regard the planting of the ivy as a mere form, but as an emblematic expression of the thoughts naturally suggested by the contemplation of the new life we are about to enter.

“The ivy was rooted in a nursery. It gained growth and strength by the care of the florist, who defended it from the frosts of winter and the heats of summer, who watered it, pruned it, cleansed it and brought it to a point where it may be safely planted out of doors and left to make its own way upward.

“So this Institution has been to our minds, a nursery of knowledge. We have learned what is necessary to be successful in life. We have learned the English language, which we must use in conversation and in business. We have been taught the principles of right living, and now we can afford to go out of this Institution into the world and take care of ourselves.

“As the ivy grows upwards and reaches higher and higher as it grasps the walls against which it is planted, so we must rise from one point to another, higher and higher in the scale of life. As the growing ivy puts forth leaves and branches and adorns these walls with beauty, so should our lives exercise an increasing influence for good from day to day.

“As it shall cling to and embrace the walls, so must we cling to the

important advice we have received from our Principal and teachers during our school time.

"The time for leave taking has come, and we must say farewell. Here we together have spent many years of our life, walking arm in arm on the same grounds and breathing the same air.

"Soon we shall be scattered abroad in the world. Some may return, but others never. But whatever betide us, whether prosperity or adversity be our lot, let us never lose courage and let us remember the motto, "*Fortiter et recte*," with all courage and in all rectitude, which has been adopted by the class of '85.

"It is sad to think that the last lingering tie must be severed and we must leave our *Alma Mater* who has watched over us and protected us and brought us to this day, but in parting with her, let us determine to reflect glory and honor upon her by worthy deeds.

"Though the way of life is full of hardships, let us look upon the bright side of it, and by our character and conduct, win the respect of the world for her sake and credit."

Dr. Peet, the Principal, next followed in a few words of advice, and after him Professors F. D. Clarke and T. F. Fox spoke. On invitation of Dr. Knickerbocker, the Superintendent, the class adjourned to the Institution parlors, where a most enjoyable evening was spent in various social games and amusements.

CLOSING EXERCISES.

At half past ten o'clock in the morning of Tuesday, June 23d, the closing exercises of the examination were held in the great chapel of the Institution in the presence of the Board of Directors, of a distinguished concourse of invited guests, and of special friends of the pupils. The following programme was successfully carried out and elicited the most decided expressions of wonder and satisfaction at what devotion and skill have been able to accomplish in behalf of the deaf and dumb.

I.—PRAYER, BY REV. DR. ORMISTON.

II.—ADDRESS BY THE PRESIDENT, HON. ERASTUS BROOKS.

III.—GENERAL REPORT ON THE EXAMINATION, by Walter H. Lewis, Esq., Chairman of the Committee appointed by the Board of Directors.

IV.—SPECIAL REPORTS ON THE EXAMINATION OF THE HIGH CLASS, by Rev. Edward L. Clark, D.D., and Rev. Thomas Gallaudet, D.D.

V.—EXERCISES BY THE PUPILS, conducted by the Principal, Isaac Lewis Peet, L.L.D.

(1) *Light and shade study* to be illustrated on the wall slates, in the course of the reading of the foregoing reports, by students in the Art Department.

(2) *Salutatory*, in signs, by John C. Miller.

(3) *Pantomimic Representation*. The Delivery of Paul and Silas from Prison, by William G. Jones.

(4) Reading of the Examination papers of James H. Caton and Richard T. Clinton, two blind deaf-mutes, and exercises with the type-writer.

(5) *Answers to questions proposed by the audience*, by

Ulysses Grant Dunn,

May Martin,

John Henry Geary,

Emily A. Wells.

William H. Rose,

Mary A. Weyant.

(6) *Oral recitation*, "Why should the spirit of Mortal be proud?" by Virginia Lovell.

(7) *Pantomimic Varieties*.

Peter Meade,

Frank Turner,

Henrietta Anderson,

Lizzie Anderson,

May Crolius,

Katie Gartland,

Maud Gibbs,

Mattie Jaycox,

Nellie Kortright.

(8) *National Song of France*, by young ladies of the High Class.

(9) *Graduating Essay*.—"General Grant," by Emily A. Wells.

(10) *Graduating Essay*.—"Mythology," by Mary A. Weyant.

(11) *Graduating Essay*.—"My School Days," by Martha J. Ray.

(12) *Graduating Essay*.—"The Hudson River," by Josephine B. Ackerman.

(13) *Oration*, "Agriculture, the best occupation for the deaf," with *Valedictory Address*, by William G. Shanks.

VI.—DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS and PRIZES.

VII.—DOXOLOGY, BY A CHOIR OF GIRLS.

VIII.—BENEDICTION, by Rev. Dr. H. B. Chapin.

The illustration of time drawing in black and white crayon with which the exercises of the pupils were introduced, showed a degree of talent and careful teaching which was a surprise to every one not familiar with the degree of success which has attended the operation of our department of art, and was a convincing proof of the importance

of developing an innate faculty which is especially conspicuous in those who depend so much on the eye for all their conceptions, and on the hand for their expression of thought and feeling.

The Salutatory, by John C. Miller, read from the author's manuscript as it was delivered in signs, was as follows :

*"Ladies and Gentlemen :—*It is an honor to be permitted to appear before you on this occasion, for it indicates that there is something which we are able to do that you consider it worth while to see.

*"*It is over 1800 years since our Saviour sighed over the deaf-mute and miraculously restored him to hearing and speech. It is not two hundred years since his followers discovered that by an amount of patient observation and still more patient effort, hardly falling short of the miraculous, the congenitally deaf could be made to understand the written word, and the consequently dumb could be made to give visible expression in manual signs and written symbols to the thoughts that within them burned.

*"*This is the natural relation between the master and the follower. The leaders of mankind are far in advance of their age. The martyrs of one generation are looked upon with less aversion by the next, till at last the time comes when with the progress of ideas and of corresponding action, they are regarded as worthy of profound veneration and of careful imitation.

*"*Between Jesus of Nazareth and his humble and devoted follower, the Abbe de l'Epee, there was an interval of over 1600 years, but if the good Abbe should re-visit earth to-day, he would find that the seed which he planted had developed into a growth as wonderful as that of the mustard seed which, though the least had become the greatest of all herbs, so great that the birds of the air came and dwelled among the branches. In the time of the Abbe de l'Epee, the deaf-mute was taught to read the simplest books and to write in the simplest language, and he occupied the most humble position.

*"*To-day, we find him aspiring to rank with the learned, to compete with the enterprising, to divide honors with the successful. And in no institution will you find this more true than in this which the State of New York has fostered for upwards of sixty-seven years. And year after year its course has been made more and more thorough. The principles lying at the foundation of the great work have been brought into bolder and bolder relief, till now as the best illustrator if not the foremost champion of the combined system, it bids fair to beat on its own grounds every exponent of an exclusive system.

*"*I am, myself—without vanity I say it—an evidence of what can be done for one who, deaf from his infancy, is yet able to read books with facility, who has pursued a course as liberal as that given by any of the academies of the State, and who hopes to be admitted to the college

which the United States Government has established for the leading graduates of the deaf-mute institutions in the several States.

"In the exercises which are to follow, you will be able to discover our course of instruction which will interest you, and if, at some future time, you are disposed to investigate the subject more closely, I am authorized to state to you that every one interested in the cause of deaf-mute education is always most cordially welcomed at this Institution.

"Meanwhile, we bespeak your appreciation and sympathy, and we trust that wherever your influence extends, you will not permit a single deaf-mute to grow up without education."

The various exhibitions of the sign-language, which were in the highest degree striking, gave a delightful variety to the proceedings, while the impromptu answers by advanced students to questions proposed by the audience showed how absolute is their mastery of the English language—a language the use of which it is a primary object of the Institution to impart.

The following graduating essays were delivered by the authors in signs, and read aloud by the Principal *pari passu*.

GRADUATING ESSAY—"GENERAL GRANT."

" 'Lives of great men all remind us,
We can make our lives sublime.' "

"When the world has produced a great man, a national hero, we all delight to honor him and recount his past deeds of valor, and consider the qualities of mind and heart that have raised him above his fellow men. To-day we have a truly great man in our midst, a national hero, a man whose individual energy and unwavering firmness in an hour of distress and danger saved our nation.

"Looking back upon his early life, we see nothing remarkable or romantic about General Ulysses S. Grant. No one ever dreamed that the "Tanner Boy" would one day lead our armies to victory. Nevertheless, there were traits in the boy that foretold the man.

"As Mrs. Stowe says, 'His mother was one of those sensible, serious women, whose households are fit nurseries for heroes,' and surely in her case, 'The hand that rocked the cradle was the hand that rocked the world.'

"At the age of 21, General Grant graduated from West Point honorably, but his companions and instructors had never perceived any indications of his great future. And throughout the Mexican War he distinguished himself for gallantry, but won no general popularity.

"In my judgment, General Grant displayed the truest, noblest, and most admirable traits of his character, when he was left behind with the women, children, and the sick in the interior of the Isthmus of

Panama. For one week, he never took off his clothes, but went about continually caring for the sick, burying the dead, and keeping the Indians in order, and all beneath a burning July sun. Many are they who can face death bravely amid companions in the roar and tumult of battle, but few can await it unflinchingly when it comes in the form of pestilence or the darts of treacherous and savage foes.

“After the war, he settled down to common life. Here he shows another admirable trait of character. Humility, blended with energy, courage, heroism and unflinching determination. Really he seemed to think ‘I have done my duty and have done no more.’ He was always happy with his wife and children in his humble house, and his happiness was undisturbed by ambition, as he toiled like the humblest farmer, little dreaming how Lachesis was spinning of gold and steel his remaining portion of the thread of life.

“When the echoes of the rebel guns, turned upon our flag at Fort Sumter, roused a nation to arms, Grant immediately offered his services. It is needless to relate how he climbed from the lowest to the topmost round of the ladder of Fame. Sufficient it is to say, he climbed steadily, resolutely, courageously, silently, laboring for his country with all his might and with all his soul, and just when the clouds appeared darkest, a ‘silver lining’ was seen. Vicksburg was taken. The people knew they had a real national hero, and that ‘the right man had come at the eleventh hour.’ The series of victories which followed only reassured them, and the hero ‘without reproach or fear’ kept on steadily and silently, until the surrender of Lee won for him everlasting laurels. Much of his success must be ascribed to his taking things calmly and to his ‘unconquerable will.’ As his wife once said, ‘Mr. Grant always was a very obstinate man.’ Here are two of the many instances which illustrate this. When told that he was surrounded at Belmont, he coolly answered, ‘Well, then, we must cut our way out,’ and cut his way out he did. At another time, in the final Richmond campaign, after fighting six days in the Wilderness, he sent a dispatch to Washington, ending with the remark (since become proverbial), ‘I intend to fight it out on this line, if it takes all summer.’

“Grant did not escape the arrows of jealousy and calumny on his road to success. Busybodies did their best to point out his faults, and one of them finding nothing else to bring against him said to Lincoln one day; ‘I assure you, Gen. Grant is a hard drinker.’ Lincoln, answered, with his ‘slow, wise smile,’ ‘I wish you would tell me exactly what he drinks. I should like to send a barrel of the same brand to all my other generals.’

“After the war, when friends and political leaders spoke to him of the Presidency, he never said anything, and never appeared to aspire to that honor. But when elected, he performed his duties, as he had

all those before imposed upon him, bearing still to himself and his country 'an honor, without stain.'

"Afterward, when all Europe, and even the far shores of India and Japan, paid tribute to him, when he was the guest of sovereigns and the foremost statesmen of Europe vied with each other in doing him honor, he was not moved to vanity, but was still our silent General. 'His was a mind not to be changed by place or time.' When at last he returned home to enjoy the fruits of his labors and the love of a grateful nation, an incurable disease marked him for its prey.

"To-day our great general lies, fanned by the breezes of Mount McGregor, patiently and silently suffering.

"He knows that—

" 'There is no armour against fate ;
Death lays his icy hands on kings—.' "

"And cheerfully awaits the end. Though his life draws to a close, his name will always remain among—

" 'The few immortal names
That were not born to die.' "

EMILY A. WELLS.

GRADUATING ESSAY—"MYTHOLOGY."

"Mythology was the primitive religion of the ancient Greeks and Romans. These people had no knowledge of God, and their ideas of the structure of the earth were very indistinct. The general belief was that the earth was a confused mass, called Chaos, and under it a realm which they called Tartarus, and that after it was given Light, one of the gods reduced Chaos to order, and divided it into mountains, rivers, and valleys.

"Greece was supposed to be in the centre of the universe.

"Prometheus was considered the creator of the human race, and it was supposed that he created man out of clay, and taught him civilization and the fine arts. He is also said to have stolen a part of the divine fire from heaven, and brought it to earth for the benefit of man. There is a story that this act was ungratefully betrayed to Jupiter by man, and that Jupiter rewarded man by giving him a preventive against old age, and this precious burden was put on the back of an ass, but was taken away by a subtle serpent, as the snake would not allow him to drink at a fountain unless something was given in payment, and so in this manner the snake obtained the gift intended for man, and was enabled to renew his youth yearly. Jupiter, as a punishment, caused Prometheus to be chained to a rock, where a vulture continually preyed upon his liver. Prometheus has become the symbol of patient endurance of unmerited oppressions.

"Pandora, according to Mythology, was the first created woman, and the cause of all the trouble in the world, as she opened a casket which had been confided to her care, containing every sort of curse and blessing, and before she could close the lid, all escaped, with the exception of Hope, so whatever ills we are obliged to suffer we have hope, which never entirely leaves us.

"These stories are founded on the traditions of the creation, and the fall of Adam and Eve, and the promise of a Redeemer.

"Jupiter was regarded as the chief of the gods. When the Grecians wished to consult or solicit the aid of any particular god, they went to an oracle, and they imagined their requests were answered in the rustling of the branches of the trees, and by many other signs. They sometimes sacrificed human beings in fulfilling vows, or to show their gratitude, or to appease the anger of some deity.

"Our better instincts and better culture, look on this worship of heathen deities with abhorrence, but these people had no Bible to guide and instruct them. Their religion was natural, and ours is revealed.

"It is said that Orpheus, "the father of song," first introduced the worship of the gods into Greece, and the idea of a future state of reward and punishment, but nothing very definite can be said about the origin of the gods. They were probably the offspring of a poet's brain, perpetuated by that blind groping after supernatural sympathy and aid which is common to all races in all times.

"Some knowledge of mythology is necessary to every one, as many of its proverbial expressions are used in poetry and prose, such as the 'Gordian Knot' 'Penelope's Web,' 'He runs on Scylla, wishing to avoid Charybdis.' Without a knowledge of the origin of these sayings and allusions, much pleasure is lost, and the full appreciation of classical writings is impossible. The legends and fables of Mythology have a peculiar charm and interest that will never cease to be a source of pleasure and instruction.

"After reading some of the stories about Apollo, Mercury, Diana, Penelope, and others, one cannot help wishing there were more such delightful flights of the imagination and fancy, and I say, with Barry Cornwall :

"O ye delicious fables ! where the wave
And woods were peopled, and the air with things
So lovely ! Why, ah ! why has science grave
Scattered afar your sweet imaginings ?"

MARY A. WEYANT.

GRADUATING ESSAY—"MY SCHOOL DAYS."

"It gives me much pleasure to write a few lines upon the great privi-

leges which have been granted me by this Institution to help me obtain an education

"I was but a child of two years, when I lost my hearing in consequence of sickness. Before that time I could speak a number of words, such as mamma, papa, and other endearing names.

"At the age of eight, my dear mother, with sorrow, brought me to this Institution.

"What should I have been to-day, if my parents had yielded to their desire to keep me at home, or if there had been no school like this for the instruction of the deaf and dumb.

"When I came here, our dear Principal, Dr. I. L. Peet, took charge of me as he would of one of his own children, and, in fact, I have ever since considered him a second father. I soon overcame my homesickness, and, the second day I was here, you might have seen me on the lawn flying a kite, as happy as a bird.

"I soon learned the manual alphabet and my name, and the names of common objects from the Peet Language Lessons, and, in a remarkably short time, was able to write my first letter home. My improvement gave my parents great pleasure, and I was eager to learn.

"Step by step, by God's help, after years of weary toiling, you see me as I stand before you to-day, a graduate of this Institution.

"Where can I find words to express my gratitude, first to God Almighty, and next to the State government and Board of Directors, and my dear principal and teachers?

"Oh! how my heart overflows with the thought of what I owe to this Institution.

"I can only say to all of my benefactors here assembled, how happy I shall be to greet you above in our Father's mansion. You will there be amply rewarded by the jewels in your crown, if you endure to the end. What a glorious reward to hear, 'Well done, good and faithful servant, enter thou into the joy of thy Lord.'

"I shall remember our dear Principal, Dr. Peet, in my prayers. May God bless him and prolong his days of usefulness, and may his last days be his best.

"Dear teacher, with what patience and kindness have you guided the steps of the wayward, and helped us all over the hard places, and with strong and gentle hands aided me to climb the ladder 'round by round!'

"Accept my sincerest thanks for your endeavors to lead me in the paths of wisdom.

"I say to you all, 'Farewell.' I hope the Institution will continue to be prosperous and its glory without end."

MARTHA J. RAY, 

GRADUATING ESSAY—"THE HUDSON RIVER."

"The Hudson River was discovered by Henry Hudson, in the year 1609. The scenery of this river is very beautiful and picturesque. In summer, the grass and trees on its banks are of a lovely green color, and in the autumn the most vivid scarlets, sombre browns, and soft grays make the stately Palisades and high bluffs a scene of enchantment, while its waters sparkle in the bright sunshine.

"Though not a long river, the Hudson is one of the most celebrated streams of the world.

"At sunset we frequently gaze at the sun as it disappears behind the Palisades, leaving behind it a long trail of glory. The clouds are of many beautiful colors, and look as if they were painted by the hand of some famous artist. The hand of God created it all. As the steamboats pass up and down the Hudson River, it is a pleasant sight to watch them. If I were an artist, I would like to become a landscape painter, for I am a passionate lover of nature. I do not think that if I lived in Europe or Asia, or in some far country where I could never see the noble Hudson River again, I would feel as contented as I am now, yet I would no doubt love my home wherever it might be, for 'Home is the dearest place in the whole world.'"

JOSIE B. ACKERMAN.

The exercises of the pupils were brought to a close by William G. Shanks, who delivered, by signs, the following oration on "Agriculture—the Best Employment for the Deaf," and, by oral speech, the valedictory address appended thereunto. He was assisted by the Principal, who alternately translated his signs into speech for the benefit of the hearing, and his speech into signs for the benefit of the deaf.

"AGRICULTURE, THE BEST EMPLOYMENT FOR THE DEAF,"

WITH A VALEDICTORY ADDRESS.

"We are told in the Holy Scripture that agriculture is the oldest occupation of man. Adam was the first gardener, and from his creation until the present time, men have tilled the soil. It is the most important of all pursuits, for without it all others would perish. Man, it is true, can live by the chase, in a savage state; and in a little better condition, by the aid of flocks and herds; but to maintain himself in comfort, he must cultivate the soil.

"In the sacred record, Cain appears as a tiller of the soil, and Abel as a tender of flocks, showing that these two occupations were among the first undertaken by man. The early civilization of the Egyptians is undoubtedly due to the great fertility of their soil. From Egypt a knowledge of agriculture first spread, and was followed by civilization.

"Agriculture in the United States previous to the present century, needs only a passing notice. It was hindered in its growth by many things:—the dense forests, the hostile Indians, the savage beasts, the distance from market, etc. Now, owing to the bounty of a loving God in blessing us with a fertile soil and a genial climate, and to the skill and perseverance of her children in inventing labor-saving machinery, our country is foremost in every branch of farming, and nowhere on the earth is the labor of the farmer better rewarded.

"Much of the progress is due to the fact that during the last hundred years, schools and colleges for technical education in the work of the farm have become popular. The first Institution of this kind was founded in France, under the charge of the Abbe Rosier. His plan was to instruct the sons of farmers in all things that would be useful to them in managing their own farms, both by books, and by actual work in the fields.

"This system was soon adopted in the United States, and agricultural colleges, manual labor schools, and departments of agriculture, sprang up in every direction. Printing, that great distributor of knowledge, also helped to raise the standard of agriculture in the United States. Formerly, farmers did not read. If one discovered a new system of work, or a new implement or machine, the knowledge of it spread very slowly among them. Now, agriculture has a literature of its own. Books, magazines and newspapers, are printed especially for farmers, and treat of nothing but subjects connected with farming, discussing the best way to do all the thousand and one things that must be done on a farm.

"To the deaf-mutes of America, farming opens a career found in no other pursuit. Here he can earn an honest living, in a manly, health-giving way. In no other pursuit will he be so little harassed by his deafness. His corn will flourish, his fruit ripen, his cattle increase and his flocks thrive, as well as those of his hearing brother. In this great land of liberty, he may look forward to the time when by industry and self-denial he can own the land he tills, and feel himself the equal of all his neighbors. He may hope to be the very best workman of his country, like the farmer of whom Lowell wrote :

"'He was six foot of man, A 1,
Clean grit and human natur',
None couldn't quicker pitch a ton,
Nor dror a furrer straighter.'

"There has been much talk of an agricultural school or model farm for deaf-mutes ; a school where the young could be taught farming by practical experience, and a refuge where those unfortunates who lose their places in dull times could go and feel that their labor was always an equivalent for food and shelter, till the brighter days dawned upon

them. This scheme has already been started in connection with the Home for Aged and Infirm Deaf-Mutes, and at the instance of our Principal, a subscription has been inaugurated calling for \$30,000 to procure a properly equipped farm and buildings.

“There is no doubt that this scheme will be of much practical benefit, and when once fairly established will be self-sustaining, sending out from its gates, men and women who will be an honor to its teaching, and a benefit to every place where duty calls them. May God move the hearts of benevolent persons to aid the noble work.

“*Honorable Gentlemen of the Board of Directors*:—When we think of all that has been done for us here, how we came to these walls little better than beasts, not knowing even that we had souls to be saved, how we have been led along the path of learning, until, at last, we stand on the threshold of the great world with the golden key of knowledge in our hands, and remember that it is to you that we owe it all, words fail us, and we can only tell you of our gratitude, and determine to show it in our future lives. In the name of the class of '85, I bid you all farewell, and pray God to shower upon you His choicest blessing, and to record your names above in that bright list of those ‘who love their fellow men.’ Farewell.

“*To the Principal, Professors and Teachers*:—Sad, indeed, is the task of bidding you all farewell; the bond that unites the teacher and pupil is always one of the most sacred, but when the task of teaching is beset with unusual difficulties, the tie becomes stronger still. For years, you have labored with endless patience to lead us to light. Now, we who have followed you so long must guide ourselves. No doubt, again and again, when difficulties arise in our paths, we shall miss the kindness with which you smoothed them away, or the firmness with which you made us surmount them, but, armed with the knowledge, and supported with the principles you have given us, we hope for success. Long may you be spared to continue pointing out the road of honor, truthfulness, and religion to future classes. You may have brighter students than the class of '85, but never more grateful ones, and when your work is over, may the Great Teacher reward your labors as they cannot be rewarded in this world. Farewell.

“*To the Superintendent and Officers of the Administrative and Industrial Departments*:—For your untiring zeal in our behalf, we thank you most sincerely. You have nursed us in our sickness, cheered us in our sorrows, and smiled on us in our pleasures. To your care we owe more than we can ever repay. While our teachers have trained our hearts and minds, you have given us habits of industry, cheerfulness and politeness. To-day we bid you all farewell, each of us with a cunning hand, that in the future can win for us our daily bread. Farewell.

"Graduating Classmates:—Thus far on life's pathway we have journeyed hand in hand. Boys and girls together we have shared the labors and pleasures of old Fanwood. Now, as we stand and look back upon our school life, how the joys and pleasures grow and stand out bright and clear, and the troubles and cares seem small and childish.

"To-day is a great day for us. Till now, we have been children. After this, we must be men and women. Childhood, with its joys, is behind us. Life, with its realities, is before. Thus far, the world has made allowance for our faults, and judged our shortcomings mercifully. Hereafter, we can claim no such kindness. What others have done for us has been done, fully and faithfully done, and now we must be up and doing. Always remembering our dear old Fanwood, let us never be guilty of a thought, a word, or a deed, that will call a blush to the cheek of any of the kind friends who will watch our course through life from these sheltering walls, but on the contrary—

" ' Walk calm and proud, nor fear the ills
The future hides from sight,
But bravely meet them when they come,
And battle for the right.' "—Farewell.

W. G. SHANKS.

The following reports, though read immediately after the eloquent address with which Hon. Erastus Brooks, the President of the Board of Directors, opened the exercises of the occasion, are here introduced as a fitting close of our account of the interesting week, which terminated the academic year of the Institution.

REPORT ON THE EXAMINATION OF THE MALE DIVISION OF THE HIGH CLASS.

On June 17th, I spent the day in the examination of the boys of the High Class. The greater part of the examination was in writing, in answer to questions prepared by their teacher, Prof. F. D. Clarke ; but the ready answers given to the many questions proposed, both in signs and writing, by your examiner, showed that the class were perfectly able to answer any questions on the subjects taught.

The course of study for the last year, was part of the course required for admission into the National College for Deaf-Mutes at Washington, and all the members of the class passed a very satisfactory examination. In addition, there were exercises in composition, and impromptu answers to questions on the events and men of the day ; which showed that the mental development of the class has reached a very high standard. At this point in the examination, the examiner told the class to ask him questions. All of them took this as a joke, and some of the questions asked showed a great deal of shrewdness :—

One asked : " Which is the heavier ; a pound of feathers or a pound of gold ?" When he was told that they weighed the same ; he replied : " No, indeed they do not ; gold is weighed by Troy Weight, and there are only twelve ounces in a pound, but feathers are weighed by Avoirdupois Weight, and there are sixteen ounces in a pound."

Altogether, the examination was one that both teacher and pupils may well be proud of.

I append a few extracts from some of the papers, showing the style of compositions.

THOMAS GALLAUDET.

" PERSEVERANCE," BY JAMES B. LOYD.

" Men often meet with misfortune and bad luck. If they repine and give up, they lose their power to overcome them.

" Audubon was a famous naturalist ; that is to say, a man who studies the habits and structure of animals. He lived in this country, and spent years in collecting birds, and making drawings of them. When his collection numbered thousands, it was destroyed by fire. Most men would have been utterly discouraged ; but he only labored harder. He worked day and night until his collection was better than it had been before ; and his beautiful book on the ' Birds of America,' is the finest book of its kind in the world. * * * * *

" From these instances, I conclude that perseverance is the noblest quality a man can have. I have heard it said, that genius is only ' good judgment and infinite perseverance ' "

" OUR STUDIES," BY JOHN C. MILLER.

" Our studies for this season embrace the History of England, the History of the United States, Physical Geography, Political Geography, arithmetic, English Grammar, Natural Philosophy, etc.

" Study, I should call the exercise of the mind. Even if the thing studied is of no use, the study itself strengthens the mind, just as exercise, that is of no use in itself, strengthens the body.

" But, our course is so well chosen that our studies not only strengthen our minds, but give us useful information at the same time."

" DUTY," BY STANLEY ROBINSON.

" Duty is of two kinds,—Duty to God, and Duty to man. The first is learned from the Bible, which teaches us what we must do to gain eternal life ; the second is taught us by the Bible also, and by the laws of the land.

" If a man lives so that his conscience does not reprove him, and does not violate the laws of the country, he will probably get a large

reward in this world, and if he believes on Jesus, he will be sure of an everlasting reward hereafter.

"We cannot have a better motto than,—'Duty first, and pleasure afterwards.'"

REPORT ON THE EXAMINATION OF THE FEMALE DIVISION OF THE HIGH CLASS.

"ISAAC L. PEET, LL.D. : * *

MY DEAR SIR :—I had the pleasure, June 17th, of examining the High Class in the Female Department, under the care of Miss Ida Montgomery.

"The studies which passed in review were : English history, Geography, Grammar, Mythology, passages of Scripture, National Songs, and composition.

"From first to last, there was an entire absence of that formality which suggests an effort of the memory, rather than the use of the thinking faculty. Information had evidently been assimilated. The *kings* and *queens* were *subjects* of criticism. The heroes of Mythology were principles personified. For example, Queen Elizabeth lacked delicacy as clearly as she possessed vanity, and had a force in spite of both which carried her nobly through her part. The Furies were the avenging conscience.

"In writing a story, which was not previously known, not one of the young ladies failed to express the point, although the shading and detail varied with the temperament of each. The original remarks, which were added to the story, illustrated that habit of getting behind the form and analyzing the principle, which must be the fruit of true education.

"The ease with which the work was done, and the grace of diction, was a matter of great surprise. Although the subjects were selected by me from a wide range, and given by separate cards, there seemed little hesitation and not one failure. For the greater part, the style was singularly limpid and sparkling. It seemed to be a pleasure to work. I could not help feeling that there must have been a wide range of instruction which days of examination could not exhaust, through which these observing, happy pupils had journeyed during the past year.

"I cannot close without congratulating you and the Institution, upon the services of so inspiring and careful a teacher. I am constantly reminded as I think of her work, of the phrase "sweetness and light." The reflection of this class was an inspiration itself, to be at the same time happy and studious.

"I am, with a profound sense of the value of your work of philanthropy and christianity,

"Your obedient servant,

"EDWARD L. CLARK."

"29 West 130th Street, June 20, 1885."

As the crowning act of the Closing Exercises, certificates, diplomas and prizes were conferred by the President, in accordance with the following—

PREAMBLE AND RESOLUTIONS,

recommended by the Committee, and adopted by the Board at a special meeting, held June 23, 1885.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz:—

Charles Barger,
Henry Beyer,
Henry B. Broad,
Isaac Brockman,
Daniel H. Brown,
John F. Chinery,
Arthur W. Coulter,
Jeremiah Drum,
William F. Durian,
Sidney Edwards,
Michael Egan,
George Friess,
Tilson W. Haight,
Frank M. Houck,
George Hamm,
Philip Johnson,
John Koffer,
Max Miller,
Peter Mitchell, Jr.,
William J. Pitt,
John Quigg,
Frederic T. Storm,
Joseph Toohey,
Richard R. Tweed,

Ira W. Tyler,
Frank Wankowski,
William Watkins, Jr.,
William W. Watson,
Edmund R. Wormer,
Catherine Aird,
Amelia Antusch,
Cora J. Beesmer,
Agnes Craig,
Lillie Davenport,
Ella M. Frantz,
Eva Freeholder,
Martha Hasty,
Matilda Hitz,
Catherine Keefe,
Mary A. Kelly,
Catherine Kilroy,
Mary A. Lewis,
Mary Long,
Mary Nicholson,
Sarah A. Porter,
May F. Quevedo,
Ella F. Taylor,
Jeneva Tyrell,

who have completed, or within the coming academical year, will com-

plete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That

Seymour A. Berray,
George T. Fisher,
Frank Jourdan,
John W. Lyons,

George T. Weller,
Louis G. Smith,
Mary F. Goreth,
Josephine Lang,

Adelia L. Wolcott,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class.

Resolved, That the following named pupils, the term of whose appointment has expired, or during the coming year will expire, be and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction—

William Donohue, Jr., for one year ;

Maria Croak, for 4 months and 20 days ; to make up time lost by reason of absence from the Institution.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction: viz. :—

Charles Barger,
Henry Beyer,
Henry B. Broad,
Isaac Brockman,
Daniel H. Brown,
John F. Chinery,
Arthur W. Coulter,
Jeremiah Drum,
William F. Durian,
Sidney Edwards,
Michael Egan,
George Friess,
Tilson W. Haight,
Frank M. Houck,

Ira W. Tyler,
Frank Wankowski,
William Watkins, Jr.,
William W. Watson,
Edmund R. Wormer,
Catherine Aird,
Amelia Antusch,
Cora J. Beesmer,
Agnes Craig,
Lillie Davenport,
Ella M. Frantz,
Eva Freeholder,
Martha Hasty,
Matilda Hitz,

George Hamm,
Philip Johnson,
John Koffer,
Max Miller,
Peter Mitchell, Jr.,
William J. Pitt,
John Quigg,
Frederic T. Storm,
Joseph Toohey,
Richard R. Tweed,

Catherine Keefe,
Mary A. Kelly,
Catherine Kilroy,
Mary A. Lewis,
Mary Long,
Mary Nicholson,
Sarah A. Porter,
May F. Quevedo,
Ella F. Taylor,
Jeneva Tyrell.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz. :—

Seymour A. Berray,
Michael Bauer,
Richard T. Clinton,
William Enz,
George T. Fisher,
Joseph Glosque, Jr.,
Herbert H. Henriques,
Frank Jourdan,
John W. Lyons,

William Morris,
Frederick Rudolph,
Louis G. Smith,
George VanDegrift,
George T. Weller,
Cora B. Flint,
Mary F. Goreth,
Josephine Lang,
Adelia L. Wolcott.

Resolved, That a diploma be awarded to Sophia Reese, for a modified course of supplementary study.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz. :—

John C. Miller,
William G. Shanks,
Josephine B. Ackerman,

Martha J. Ray,
Emily A. Wells,
Mary A. Weyant.

Resolved, That the Cary Testimonial be awarded to George T. Weller, for superiority in scholarship and character.

Resolved, That the Frizzell Prize, for praiseworthy effort and successful attainment in the intermediate course, be awarded to William^{*}F. Durian.

Resolved, That, from the interest of the bequest made to the Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

1. *For general excellence in drawing, painting, modelling, time and pen and ink sketching* :—In the boys' studio, 1st prize, Charles T. Thompson ; 2d prize, Frank Avens ; and, in the girls' studio, 1st prize, Emily Wells ; 2d prize, May Martin.

2. *For ceramic painting, overglaze*:—1st prize, Frances C. Hawkins ; 2d prize, Caroline Peterson.

3. *For ceramic outlining, gilding and enamelling*:—1st prize, Georgie Decker ; 2d prize, Rachel Gantz.

4. *For modelling and carving*:—1st prize, George W. Wormeth ; 2d prize, Hannah Thurston ; 3d prize, Herbert H. Henriques.

5. *For perseverance and progress during the year*:—1st prize, Amelia Antusch ; 2d prize, Annie E. Austin.

6. *For pen and ink sketching*:—Equal prizes, William F. Durian and Frances C. Hawkins.

Resolved, That the monitorial prizes for order and management, offered by Madame LePrince, be awarded to Katie Hunt and Daisy Hollister.

Resolved, That the prizes offered by the Principal for "time sketching on slates," be awarded to Emily A. Wells and Frank Avens.

Resolved, That certificates of special approbation for proficiency in drawing, in the weekly exercises, be awarded to the following named pupils, representing each of the classes :

William G. Shanks, Frank Jourdan, G. W. Miller, F. Wankowski, Charles Pechette, A. Michaelis, D. Cunningham, Joseph Goreth, E. McKarahan, P. Fogerty, Mary F. Goreth, Bertha Vogel, C. Kaiser, Annie L. Waidler, M. Donoho, Lorena Conklin, R. Lavandoska.

Resolved, That special mention be made of class I., Female department for greatest quantity and best quality of work.

Resolved, That the Demilt prize, for character and scholarship, be awarded to Mary A. Weyant.

Resolved, That the Dennistoun prize, for superiority in English composition, be awarded to Emily A. Wells.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation shall be found to have attained the highest comparative excellence in character and study, be awarded to John C. Miller.

Resolved, That the Holbrook gold medal, for highest excellence in all the studies pursued in the High Class, be awarded to William G. Shanks.

All of which is respectfully submitted.

WALTER H. LEWIS,
DAVID S. EGGLESTON,
HEWLETT SOUDDER,
E. M. TOWNSEND,
THOMAS GALLAUDET.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September, and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at any time, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Applications regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence, town, county, State.
3. When was he [or she] born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?
17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other cases of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage ?
33. Where the parents related before marriage—*e.g.*, cousins ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ?
Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS.

Secretary.

LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institutions to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An Act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction*. The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title

shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss.:
County of ,

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE.

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss.:
County of ,

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of.....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... } of the town of
..... }

Dated.....18 .

FORM OF APPLICATION.

To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned..... of the town of..... in the county of do hereby certify that..... of said town, is deaf and dumb. The said..... was..... years of age on the.... day of18 ; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said..... are.....; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said..... as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said..... with clothing.*

Dated.....18 .

..... }
 } *of the town of*
 }

To the Superintendent of Public Instruction, Albany.

* In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
.....in the county of.....and State
of....., and.....of.....
in the county of.....and State of.....are
held and firmly bound unto....., the treasurer of the New
York Institution for the Instruction of the Deaf and Dumb, and his
successors in office in the sum of.....dollars, for
which payment, well and truly to be made, we bind ourselves, our
heirs, executors, and administrators, jointly and severally, firmly by
these presents.

Sealed with our seals. Dated at.....this.....
day of.....A. D....

Whereas.....of.....in the county
of.....and State of.....has
been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if
the above named obligors shall well and truly pay, during the con-
tinuance of the said....., as such pupil, the sum of
three hundred dollars per annum for.....board and tuition, semi-
annually in advance, and shall also pay in advance the sum of fifty
dollars a year for clothing, and shall also pay on demand all sums
charged to the account of said.....for money or necessary
articles furnished to said.....; and shall also pay interest
on each bill, from and after the time it shall become due, then this
obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
presence of }

..... [L. S.]
..... [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by the following lines of public conveyances.

By the Sixth or Ninth Avenue Elevated railroads to One Hundred and Fifty-Fifth street.

By all Elevated railroads to Harlem, and thence by crosstown railroad on One Hundred and Twenty-Fifth street, and Cable Road to One Hundred and Sixty-Third street on Tenth Avenue.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

EPHRAIM HOLBROOK,	JOHN ALSTYNE,
WILLIAM DENNISTOUN,	SETH GROSVENOR,
ELIZABETH DEMILT,	SIMON V. SICKLES,
MADAME ELIZA JUMEL,	THOMAS C. CHARDAVOYNE,
SARAH STAKE,	JAMES ANDERSON,
SARAH DEMILT,	THOMAS FRIZZELL THOMPSON,
JOHN NOBLE,	THOMAS RILEY,
THOMAS EGGLESTON,	JAMES N. COBB,
SAMUEL S. HOWLAND,	ELIZABETH GELSTON,
THOMAS EDDY,	ROBERT C. GOODHUE,
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MARIA M. HOBBY,	ELIZA MOTT,
BENJAMIN ABRAMS,	SAMUEL WILLETTTS.

SIXTY-EIGHTH ANNUAL REPORT

AND

DOCUMENTS

OF THE

New York Institution

FOR THE

Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1886.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

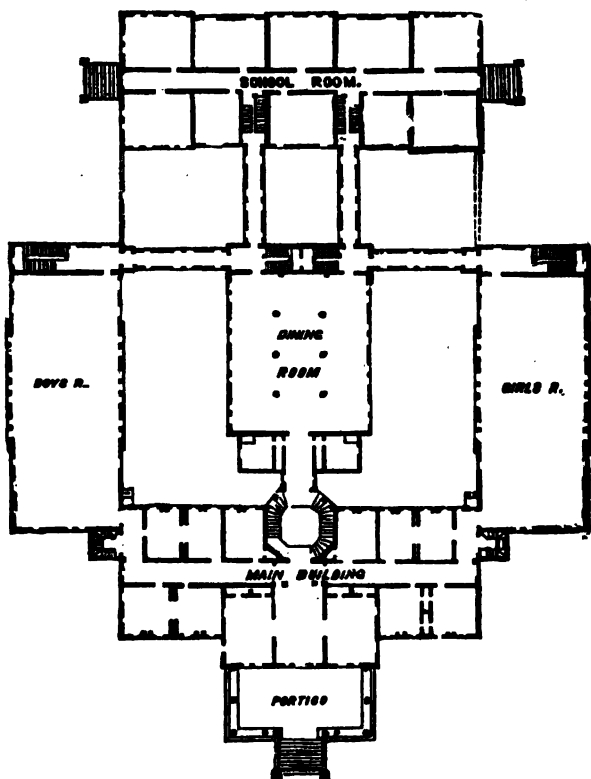
1887.

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INSTITUTION FOR THE DEAF AND DUMB.



PRINCIPAL FLOOR.
SCALE.





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B



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D



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F



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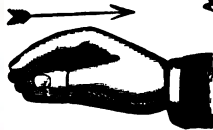
X



Y



Z



&



GOOD



BAD



1



2



3



4



5



6



7



8



9



10

OFFICERS AND DIRECTORS.

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HON. ENOCH L. FANCHER, LL.D.

SECOND VICE-PRESIDENT,

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SECRETARY,

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First Class—Term expires May, 1887.

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JAMES O. SHELDON,

EDWARD M. TOWNSEND,

GEORGE A. ROBBINS,

THATCHER M. ADAMS,

WILLIAM M. HALSTED,

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REV. SULLIVAN H. WESTON, D.D.,

JOHN T. TERRY,

FREDERIC JAMES DEPEYSTER.

Third Class—Term expires May, 1889.

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AVERY T. BROWN,

HEWLETT SCUDDER,

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GEO. P. GREENLEAF.

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MRS. SUSAN L. HENRY.

ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.

MISS LOUISA JOYCE—Matron of Primary Department.

MISS SARAH H. McCREADY—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

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MISS SARAH A. FRASER.

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CABINET-MAKING.

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JOHN LECHTHALER.

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ALBERT METZGER.

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BAKING.

THOMAS BEATTY.

DRESS-MAKING.

MIRA LONG.

SHIRT-MAKING.

JANE CULLEN.

PLAIN SEWING.

HANNAH BARRY.

SIXTY-EIGHTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, present to the Legislature, their Sixty-Eighth Annual Report, giving in detail, through the separate reports of the several officers of the Institution, a complete statement of its methods of instruction, of the expenditures and receipts, of the invested funds, of the condition of the buildings and grounds, of the domestic management, of the industrial education given to the pupils, of the health of the household, and of the treatment by which defective vision has been improved, and diseases of the ear have been removed. With this have been given lists of the directors, of the committees, of the officers of the Educational and Administrative departments, a catalogue of the pupils, and an appendix, containing the terms of admission, the laws of the State regarding the selection and support of beneficiaries, forms of application, and information of a general character.

One great object of the Institution, as will be seen from the report of the Principal, is to raise the deaf-mute from a merely animal to an intellectual and moral existence, to give him the means of communication with the world around him, by signs, and by written, and even spoken language, and thus to furnish him with the key to all knowledge, so that books, and the book of books, are no longer closed to his mind; to develop his reasoning powers, and to give him such an education that, so far from being despised for his simplicity and ignorance, he shall be respected for his intelligence and the variety of his information.

That the Institution accomplishes this, will be seen from the report of the Committee on the Annual Examination.

Subsidiary to this, but of great importance to the pupils, as it enables them, on leaving the institution, to support themselves by the labor of their hands, is their industrial education, for information as to which, the report of the Superintendent of the Administrative or House department, gives interesting particulars. And in connection with both these departments, Educational and Industrial, is the Department of Art, that develops a faculty which, in the deaf-mute, is almost

abnormal, as his dependence upon bodily sight gives him a mental vision which transmutes all ideas into pictures. The management of this department has been placed in the hands of Madame Le Prince, who deserves mention on account of her unique methods and remarkable success as an instructor.

Thus it will be seen that this Institution educates the whole man, and the State receives a full equivalent for the amount it expends for the maintenance and instruction of this class of individuals during a limited number of years, not only in its exemption from their support for the remainder of their lives, but also in the benefits derived from transforming irresponsible, ignorant, idle, and, therefore, dangerous members of the body politic, into responsible, intelligent, industrious, and, therefore, useful citizens.

The recommendations of the Principal and of the Superintendent as to scholarships and gymnasium, cannot fail to receive attention from the Board, as opportunity and increased pecuniary resources shall make their realization feasible.

The Institution has necessarily under its care pupils of both sexes. In many respects, it is an advantage to have them brought together under one roof, and to have them see each other under proper restrictions, but the importance of having all the girls and the older boys instructed by persons of their own sex, is so obvious that it has led to a classification, which is almost ideal in its perfection. The gentleness, modesty and correct principles, which our female teachers inculcate upon their pupils, and the sturdy manliness and uprightness that our male teachers insist upon with their boys, furnish abundant evidence upon this important point.

The Institution is fortunate in having, for the care of the girls when out of school, and for the direction of the female servants, a matron who is sedulously solicitous for the welfare of the former, and for the regular and perfect discharge of their duties by the latter.

The fare furnished by the Superintendent and Steward, under the limitations imposed by the Executive Committee, is generous, but not extravagant. The alms house is represented here, only by the fact that some of our pupils have risen above all its conditions, by being placed under our care.

During the past year, the Institution has had the misfortune to lose by death a valued member of the Board of Directors, Dr. William Frothingham, who was, for many years, one of its consulting physicians. Eminent in his profession, sympathetic in his temperament, and conscientious in his sense of duty, he visited the Institution whenever occasion required, and it is unquestionably due to his wise oversight that emergencies did not degenerate into misfortunes. His place has been

filled by the election of another eminent member of his profession, Dr. George A. Peters.

Submitting, with all confidence, this account of our stewardship, we rest content with the belief, that the legislature will never cease to maintain a work so important to the State and so essential to its interests.

In behalf of the Board of Directors.

S. H. WESTON,
HEWLETT SCUDDER, } *Committee.*
WALTER H. LEWIS.

THE LATE HON. ERASTUS BROOKS.

Since the close of the year for which the report was made, viz., September 30th, 1886, the President, Hon. Erastus Brooks, has been removed by death, and it is thought fitting to insert in this place the following tribute to his memory.

**TRIBUTE FROM THE DIRECTORS OF THE NEW YORK INSTITUTION FOR THE
INSTRUCTION OF THE DEAF AND DUMB.**

At a special meeting of the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, held at the office of Thatcher M. Adams, Esq., Secretary of the Board, on the 27th of November, 1886, after the appointment of a committee to attend the funeral of the Hon. Erastus Brooks, the late President of the Institution, and the adoption of a minute referring to his private virtues and the loss sustained by his death, and tendering the sympathy of the Board to his family, the undersigned Vice-Presidents and Secretary of the Institution, were instructed to prepare a further brief paper, expressive of the appreciation of his late co-Directors, touching his more public character and services.

Mr. Brooks has been so long before, and so well known to the general public, that it seems needless to specify the various prominent positions which he has filled. For many years past, he was held in the highest estimation in the community, as a faithful public servant, and in the most affectionate regard by all with whom he was associated.

As President of this Institution and Presiding Officer of its Board of Directors, his valuable counsels, extensive information and uniform urbanity, won the utmost esteem and confidence of his colleagues. In all his political preferments, his enlightened views of public affairs, and his vigorous endeavors to promote the welfare of the State and of his constituents, advanced him to a foremost place among statesmen. His intelligent conception of the duties of a citizen of the American Republic, his faithful services in positions of public trust, his unpartisan work as a legislator, and his conscientious discharge of public duties, bespeak his praise, as an honored, upright, and patriotic representative and citizen of the State.

He never evinced any unworthy or selfish motive, nor the semblance of any desire of aggrandizement in his modestly performed and efficient public services. No interest suffered that was committed to his care. No trust conferred on him was ever betrayed. Without ostentation, he was the true exemplar of an honest representative and a well-informed and earnest man.

In his official positions, as well as in private life, he loved to serve the cause of benevolence and charity, and since death has removed him from such congenial employ, we are conscious that a vacancy is made which cannot readily be filled. The recollection of his manly virtues, and of his useful life, deepens the sorrow occasioned by his departure. A faithful and honored servant of the public, and of our charitable institutions, has fallen. As we cherish his memory, we recall the words of Holy Writ: "In the way of righteousness is life, and in the pathway thereof there is no death."

ENOCH L. FANCHER,	}	<i>Committee.</i>
CHARLES A. STODDARD,		
THATCHER M. ADAMS.		

Report of the Principal.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—Under your management has been placed a great educational Institution, an institution whose claim to distinction, rests not upon the fact that, by ordinary methods and by perfunctory processes, it has been able to ameliorate the condition of a peculiar class of individuals, but that, by extraordinary methods, and by a system which has called to its aid all the resources of philology and philosophy, it has wrought a revolution in their modes of thought and expression whereby, from being isolated, unreasoning, ignorant, dependent unfortunates, they have become sharers in the hopes and interests of humanity, intelligent and well-informed members of the community, and useful, self-sustaining citizens, capable of assuming all the responsibilities which grow out of the relations of man to man.

To the deaf and the voiceless, it has given a language peculiarly their own, a language which, it is true, appeals to the eye instead of to the ear, and yet is no less a language than if it were invested with those tones which reach the mind through the ear and run through all the cadences of thought and feeling. This language of signs, based upon pantomime, but perfected by systematic effort, is the only one which affects the congenitally deaf in such a way as to produce profound impressions, such impressions as give vividness to memory, and vitality to emotion. It is the best instrument, moreover, that can be obtained for effecting mental development, for stimulating the perceptive power of the senses, for exhibiting the relations of cause and effect, for drawing comparisons, and making analogies. So far, then, from being discarded, it should be cultivated, as it has been cultivated in this Institution, till there is not a shade of thought that it cannot distinctly convey.

With this language, is introduced to the mind of the deaf, another language, acquired with vastly more difficulty, but absolutely necessary for the purpose of intercourse with the hearing and speaking world, the language of words, in their threefold forms of script, print and speech. The first of these forms, interchangeable, as it is, with the

manual alphabet whereby words may be spelled out with the fingers, just as they are written out with the pen, is of absolute importance, as only by this means, can that epistolary correspondence by which business is nowadays mostly conducted, or that extended expression of thought necessary to the full development of a subject in essays and treatises, be made possible. To the mute, it is the most ready means of communication with the world around him, as he is able quietly and easily to move about with pencil and pad, and write what he has to say, with distinctness and clearness.

Given the first, the second, used, as it is, in newspapers and books, is most easily acquired, as it is merely the substitution, not of words but of letters. The third is of much less importance, so far as deaf-mutes are concerned, inasmuch as any articulated speech, which has never been heard, and never can be heard by those who utter it, must be, so to speak, something apart from themselves, *contra naturam*, in fact, and a simple wonder, liable to degenerate, when uncorrected by the teacher's ear, into such indistinctness as to make it unintelligible. It is acquired through lip-reading, which is accomplished by watching the lips, the tongue, the teeth, the facial muscles and the chest, as, successively, the effective sounds of letters, which enter into the pronunciation of a word, are uttered in such a way as to be visible to the eye. To this end, recourse is had in this Institution, to a phonic alphabet, which contains all the sounds of the English language, arranged according to the organs by which they are produced. By this means, the pupils learn to write spoken words phonetically, and afterward to translate them into their orthographic equivalents. The phonic alphabet is not as distinct as the manual alphabet, and requires much more practice to become available, but, in the end, may become a complete substitute for it in phonetically spelled words, and when once absolutely acquired, enables the pupil to understand what is spoken in his presence. The transition from this to articulation, is comparatively easy, inasmuch as, in course of time, the pupil is led, almost unconsciously, to place his own organs of speech in the position he sees assumed by the teacher.

This, with the semi-mute who has learned to speak before becoming deaf, and that considerable class, whose deafness is not total, is accompanied by pleasing and correct modulation of voice. So effective is this system, that, it may be safely averred, lip-reading can be acquired by all deaf-mutes, and articulation by a considerable number.

The real difficulty, however, in the instruction of the deaf in language is not in the form, but in the substance. The great misfortune of congenital deafness consists in the fact that the language current in

the community where its subject dwells, of itself, finds no access to his mind. The words and sentences that the child in the full possession of hearing, begins to learn during the first and second years of its existence, and that he continues to learn, without conscious effort, all the years of childhood and youth, are absolutely beyond his reach. In the ideas which the words uttered in his presence convey to his hearing brothers and sisters, in the knowledge current in the society in which he moves, he has no part. While, to them, what they learn in school is a very small portion of what they know, to him it is his all. The hearing child may not be able to read or write, but he has a fund of knowledge of the greatest importance, and the reading and the writing and the studies which he pursues are comparatively easy of acquisition, because the language which he learns to write and read, and which is used in the books he studies, is already known to him, to such an extent, that, as in an equation in algebra, all unknown terms may be easily discovered in terms of those which are known. When, however, he attempts to study other languages than his own vernacular, he meets with difficulties which he never entirely overcomes until he places himself once more in the position in which, as a little child, he commenced the study of his own language. Be he Latinist or Grecist, he can not avoid expressions at which Cicero or Demosthenes would have smiled, and, as for French or German, the waiter at his hotel, or the gardener at his country seat, can generally plume himself on his superiority in respect to idiom over the master he serves.

The mind of the deaf-mute is a *tabula rasa*. Upon it we may write any language that we choose, Latin, Greek or Hebrew, Syriac, Chinese or Japanese, French, Italian, Spanish or Portuguese, German, Russian, Hungarian or English, and find English the most difficult of them all, for the reason that its logical order of presenting thought is more at variance with the pictorial order in which the deaf-mute thinks, than any other, and yet few, if any students in our colleges, who have spent at least eight years in the study of Latin and Greek, can compare, in the use of either of these languages, with many of our deaf-mute pupils in the use of corresponding English, though the latter, previous to their admission into the Institution, have no knowledge of this or any other language.

The inquiry is pertinent, "How is this accomplished?" The first step is to associate objects with their names, so that the pupil can touch them in succession, when their names are pointed out to him, and may indicate the name when the object is shown to him. The next step is to teach him to spell the names with his fingers, and afterward to write them with pen or pencil. The third step is to teach him verbs, by giving simple directions, in writing, with reference to the objects, and

then, in reply to the question, "What did you do?" to write such simple sentences as, "I touched the hat." "I touched the door." "I opened the window." In this way, all the parts of speech are gradually introduced, and he is taught the simpler forms of grammar by concrete examples of their use. The several moods and tenses of the verb are then successively presented, and the different forms of the predicate of the English sentence, represented by symbols, philosophical in their nature, and, therefore, easily learned. After a while, reading lessons and conversational exercises are practised in connection with the sign-language, with which, by this time, he has become conversant in the society of the Institution, and of which much use has already been made in the explanations of the relations and meaning of words. His vocabulary is thus enlarged, and idioms become familiar to him. Signs are used both in the order of words, which practically makes the sign-language a condensed and significant form of the English language, and, in the pictorial order of pantomime, which dwells upon the idea, and is a true interpretation of sentences taken as a whole.

Phrases and clauses are treated as adjectives and adverbs qualifying nouns and verbs, as if they were single words, and adverbial phrases and clauses are placed in as many different points as the nature of the sentence will permit. Much ingenuity is required, on the part of the teacher, to make the lessons intelligible and interesting, and to give such variety to the constant repetition necessary to fix forms and principles in the mind, as to prevent the exercise from becoming monotonous and irksome. As the pupil progresses in language, arithmetic, geography, history, physiology, and natural science, are gradually introduced, till he becomes familiar with the ordinary branches taught in schools for the hearing, and, when he reaches the Academical department proper, he pursues a range of studies that give elevation to his conceptions and independence to his modes of thought and expression. In this course, he acquires a knowledge of the physical sciences, of mathematics, of the principles of rhetoric and logic, and even of mental and moral philosophy.

This instruction would be of little avail to the deaf-mute, however, were not his moral and religious nature, at the same time carefully cultivated. To make him a mere thinking machine, to store his mind with facts and principles would not place, about him, those safeguards which consist in the possession of a state of mind, in which duty and obligation are felt to be higher motives of action than ambition, in which perseverance is opposed to instability, honor to meanness, truthfulness to deception, manliness to time-serving, loyalty to self-seeking, self-control to passion, purity to sensuality, integrity to cupidity, courage to timidity, gentleness and tenderness to arrogance and insen-

sibility, and in which admiration of the character and attributes of the Divine Being, conviction of the infallibility and perfection of his laws, and appreciation of his fatherly goodness and mercy, shall lead to adoration, love, repentance, faith, aspiration, filial devotion, and a full acceptance of the redemption offered in the gospel to fallen humanity.

This special training is, in this Institution, exercised without sectarianism. The differing tenets of the parents of the pupils are absolutely respected, and the pupils themselves are so carefully instructed, that they have not only no prejudices against any religious denomination, but are disposed to defer to the wishes of their parents in regard to their own ecclesiastical relations.

In addition to this, good manners, refinement and good taste, have been carefully inculcated by precept and example. In furtherance of this, the instruction given in art has been found to be invaluable. All the pupils receive, each week, a lesson in drawing from nature, and a selected number have special instruction in designing, in wood carving, in clay modeling, in plaster casting, in the ornamentation of porcelain and in painting in oils and water colors.

For the genius of their preceptress, Madame Le Prince—and her methods can be characterized by no less significant a term—I feel justified in declaring positive admiration. She has been assisted from time to time by her husband, an artist of no ordinary ability.

This art work has a reflex influence upon a most important department of the Institution, viz., our industrial school. This is the first Institution in the State, whether for the deaf or hearing, that has made manual training go hand in hand with mental. It was, in a measure, forced upon it, for, in the education of the deaf and dumb, it is impossible, with the direct instruction given, and the absorbing attention required, to keep up the nervous tension more than four or five hours each day. In independent study, they cannot spend more than one or two hours to advantage, and the evening is the best time for this. The remaining hours of the day cannot all be spent in athletic exercises or in play without frittering away the earnestness which is to be infused into their life. A change of occupation is, therefore, rendered necessary; and what more practical could be devised than that of giving them a trade, by means of which they should be able to support themselves after leaving school?

The recently awakened interest in this subject, in connection with the public schools in New York City, can undoubtedly be traced, directly or indirectly, to this source, as can also the more philosophical methods in teaching and the clearer developments in philology and in mental and moral philosophy be traced directly to the methods pursued in teaching the deaf and dumb. Barnard's Arithmetic and Bar-

nard's Grammar, Haven's Mental and Moral Philosophy, the best treatises, in my opinion, of any that have been written on these subjects, could not have been composed by any one not a practical teacher of the deaf and dumb, and in the Academy of France, recognition has been given openly to the fact that French grammar would never have reached its present standard but for Sicard and Bebian and their successors in deaf mute instruction.

Our Industrial Department, as at present organized, offers a great variety of choice. Printing, the school for which is, in every respect, a model one, Cabinet-making, Carpentry, House Painting and Glazing, Shoemaking, Tailoring, Horticulture, all are taught in such a way that our boys, immediately on their graduation, can find remunerative employment, while our girls can go forth as dressmakers, tailoresses, seamstresses and chambermaids. It is proposed to add to horticulture a special department of floriculture, and, if to the department of housework, there be added a special school of cooking, little will be wanting to equip our girls, as well as boys, for the school of life.

Since the commencement of the academic year in September, have been added to the Department of Art, artistic needle-work and technical drawing. In the former, some of our girls have already been brought to a considerable skill in embroidery. In the latter, some of the boys, connected with the cabinet shop, have been taught special designing for decorative furniture, and there will follow instruction in drawing adapted to each of the other trades taught in the Institution.

The most remarkable event of the year, in which, as your representative, I have participated, has been the holding of the Eleventh Quadrennial Convention of American Instructors of the Deaf, at Berkeley, the seat of the California Institution.

Two hundred and three representatives of different Institutions in this country and in Canada, started from Chicago, in a train of twelve Pullman cars, on the afternoon of Saturday, July 3d, and, spending the Sabbath at the Illinois Institution in Jacksonville, where they were entertained with gratifying hospitality, two most delightful days at the State Institution in Colorado Springs, occupied in visiting the picturesque spots in the vicinity, and the following Sunday and Monday, in Salt Lake City, reached Berkeley, on Wednesday, July 14th. The journey was one of scenic wonders. The association of those engaged in the same great purpose in life, the confidences interchanged, the warmth of sympathy expressed, the comparison of views and methods, the enthusiasm manifested for the work, the humors of the situation, even the miseries lightened by mutual condolence, all served to bring nearer together, a band of unusually intelligent men and women, devoted to the furtherance of a noble and beneficent cause. One of the

most prominent and interesting members of this remarkable company was the Hon. Erastus Brooks, President of the Board of Directors of the New York Institution, who, with his daughter, Miss Bertha Brooks, started from New York with myself and party of five representing the same Institution, on the first of July, and reached Chicago, in time to start with the larger company on the third.

The convention was entertained in a most elegant manner, in buildings new and charmingly situated in full view of the bay of San Francisco, with its picturesque islands and Golden Gate, and surrounded by grounds exquisitely arranged, so as to show, to the best advantage, the wonderful resources, in tree and shrub and flower, of a land in which the heart of nature beats responsive to the slightest touch of man. The buildings are planned with reference to the climate and the conditions. The girls have a house of their own; the boys, two. The great dining hall, to which a kitchen and a gymnasium are annexed, is splendid in its proportions and appointments, while the principal building, the school house, is simply perfect in the accommodation it furnishes for the instruction of the classes, for the principal's office, for the library and for the chapel.

In the large room of this building, the convention was called to order on Thursday morning, by the Chairman of the Executive Committee, who, in accordance with a previous vote of the Committee, nominated, for temporary Chairman, the Hon. Erastus Brooks, who was elected by acclamation, and, on taking the chair, made the first of many eloquent addresses with which he favored the Convention.

Under the guidance of Dr. Philip G. Gillett of the Illinois Institution, who, in view of what he had done to facilitate the journey across the Continent, was deemed worthy of occupying the position of permanent president, the Convention continued in session till Thursday, the 23d of July, two hundred and fifty delegates, representing forty-one different Institutions, being present. Many important papers were read and discussed, and a number of resolutions passed, indicating the sense of the convention as to methods of instruction and other matters appertaining to the cause of deaf-mute education. Normal sessions were also held during the intervals between the regular sessions of the convention, and admirable examples of practical work exhibited under the leadership of different individuals prominent in the profession. The ideas of Madame Le Prince of the New York Institution, with regard to the ends to be sought and the steps to be pursued in developing artistic conception and practice, were most favorably received. The afternoon session of the second day of the Convention was devoted to a reception of the Governor of California and other distinguished gentlemen residing on the Pacific Coast, who extended to the delegates

expressions of most cordial welcome, and received from them replies, indicating their appreciation of the hospitality received by them, an occasion on which Mr. Brooks made one of his happiest efforts.

An evening was devoted to the reception of the members of the State University, which is in the immediate vicinity of the Institution, and of many citizens of Oakland, of which Berkeley is a suburb, and the Saturday intervening between the beginning and the end of the Convention, was devoted to a trip down and around the bay and a visit to San Francisco.

The proceedings will be published in full at the expense of the State of California.

The directors of the Institution extended special attention to the delegates, and, acting under their generous *carte blanche* as to expenditure, Professor Wilkinson, the distinguished Principal, who, trained in the New York Institution, has, during the last twenty years, while giving the California Institution an enviable prominence, been one of the most efficient interpreters of its distinctive features, assisted by his accomplished wife and daughter, so devoted himself to the entertainment of the guests, so anticipated every want, and so provided against every exigency, that nothing was wanting to make the stay of the delegates delightful, and to facilitate the progress of the great work they had assembled to accomplish.

Our visit to the Yosemite Valley, which followed the Convention, our journey homeward on the Northern Pacific, and our visit to the Valley of the Yellowstone, in which we were favored by the company of Mr. and Miss Brooks, were most charming features of a trip which will never be effaced from our memory.

On the 8th of September, Mr. Brooks, as President of the Board of Directors, and Rev. Dr. Gallaudet, as Chairman of the Committee of Instruction, formally opened the new academical year of 1886-7. The weeks that have elapsed since then, have developed three points. The number of teachers has been made less by one, by the retirement of Miss Josephine F. Rintoul, who was married during the vacation. The number of pupils during the fiscal year up to September 30th, has been, of males 264, of females 149, a total of 413, and applications for admission have been made by several deaf-mutes for whom the state laws have made no provision. Of these, one is a deaf-mute from Germany, who has been but one year in this country, and who is desirous of learning the English language, but cannot be admitted as a State pupil, till he has been here two years longer. Another is a little girl, five years of age, whose parents are so poor that they cannot maintain her in comfort, and who must, therefore, endure one more year of a most unhappy childhood until she is six years of age, and still another

is the deaf-mute, James H. Caton, who needs still further maintenance and instruction to enable him to derive, from culture, a measureable compensation for his misfortune. To the latter, you have granted the privilege of remaining longer at the Institution, without, however, having a fund by which he can be fully supported, as the period during which the state laws have made provision for the continuance of a pupil in the Institution has, in his case, expired. The Frizzell Fund, which has been applied to his support, is but partially adequate for this purpose, and, to be effectual, should be doubled. Sometimes, moreover, it happens that we have a bright pupil, who has had all the time at the Institution that the law allows, but who, if enabled to continue a year or two longer, would be placed, as to education, in a most enviable position, such as fellowships in Colleges and Universities provide for hearing students. I would, therefore, respectfully suggest that all bequests hereafter made to the Institution, unless some other designation be specified by the donor, be divided into scholarships of \$7,000 each, and that, in the measures adopted for enlisting the aid of the benevolent, attention be especially called to this great need. Should this meet with public favor, it would not be long before, not only the cases for which the law makes no provision could be met, but the duty resting upon the State to educate all her deaf children, could be rendered less burdensome by the generosity of her wealthy citizens.

It would not be showing a proper appreciation of the courtesies extended to this Institution, and the interest manifested in its welfare, to omit in this place, the acknowledgment of our obligations to the publishers of the following periodicals, which have been furnished gratuitously, and have contributed to the enjoyment and instruction of the pupils.

Monthly.

Our Record, Buffalo, N. Y.
The Mute Ranger, Austin, Texas.
The Sheltering Arms, New York City.
The Sunday School Journal, New York City.

Semi-Weekly.

The World, New York City.

Weekly.

Sunday School Advocate, New York City.
Deaf-Mute Record, Fulton, Mo.
Silent Observer, Knoxville, Tenn.
Mutes Companion, Faribault Minn. (Two copies.)
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)

Mutes' Journal, Omaha, Neb. (Two copies.)
 The Evangelist, New York City.
 The Newburgh Weekly Journal, Newburgh, N. Y.
 The Rome Sentinel, Rome, N. Y.
 The Saratogian, Saratoga, N. Y.
 The Weekly State Gazette, Trenton, N. J.
 The Uptown Visitor, New York City.
 Progress, New York City.
 The Kentucky Deaf-Mute, Danville, Ky. (Two copies.)
 The Goodson Gazette, Staunton, Va. (Two copies.)
 The Deaf-Mute Mirror, Flint, Mich. (Two copies.)
 The Mute Chronicle, Columbus, O.
 The Deaf-Mute Advance, Jacksonville, Ill.
 The Wisconsin Deaf-Mute Times, Delavan, Wis. (Two copies.)
 The Deaf-Mutes' Journal, New York City. (Two copies.)
 The Deaf-Mute Index, Colorado Springs, Col.
 The Tablet, Romney, W. Va.
 The Kansas Star, Olathe, Kansas. (Two copies.)
 Our Little People, Rochester, N. Y. (Twenty-two copies.)
 The Deaf-Mute Voice, Jackson, Miss.
 The Utica Herald, Utica, N. Y.

We have also received one Volume for the library, from the late **Mrs. Benjamin H. Field**, whose example we should be glad to have very generally followed, as the reading of standard literature is of more importance to the deaf than it is even to the hearing. The books now on our shelves, procured by contributions like the above, and by the expenditure of the income of the Library Fund, number 3,360 volumes, which may be regarded as forming a valuable nucleus, though perhaps hardly more than a nucleus, for a well-appointed collection.

Recognizing the divine favor, which has so signally blessed this Institution during the sixty-nine years of its existence, and claiming for it all the advantages to be derived from long experience under able managers and devoted teachers, never satisfied with what has been accomplished in the past, ever looking forward to the possibility of making still greater achievements in the future, I have the honor to be,

Your Obedient Servant,

ISAAC LEWIS PEET,

Principal.

NEW YORK INSTITUTION FOR THE INSTRUCTION
 OF THE DEAF AND DUMB, *Oct. 1, 1886.*

Report on the Annual Examination.

JUNE, 1886.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN:—The undersigned, having in charge the duty of conducting the Annual Examination of the pupils, respectfully submit the following report.

The examinations were held on Friday, June 18th, opening with services in the chapel at 9 o'clock A.M. All the classes were examined by written questions, prepared by the Principal by direction of the Committee. The High Class of boys, under the Instruction of Mr. W. H. Bishop, was examined by Rev. John C. Bliss, D.D., of Washington Heights, who also spent a portion of the time allotted to him, in looking over the examination papers of the girls of the High Class, who are instructed by Miss Montgomery.

To this gentleman the Committee desire to extend thanks for the able assistance rendered.

In beginning their inspection, the Committee were supplied with a schedule of the classes containing, in a tabulated form, valuable information relating to the standing and general and special classification of the pupils. A copy of this schedule is hereto appended.

SCHEDULE OF CLASSES, JUNE 18, 1886.

I.—MALES.

Class.	TEACHERS.	Standing.	Under instruction during the year.	Present at the Examination.
I.	Thomas F. Fox.....	8 years.....	21	20
II.	Walter B. Peet.....	7 years.....	19	16
III.	E. H. Currier.....	6 years.....	14	13
IV.	Walter B. Peet.....	6 years.....	18	17
V.	William G. Jones.....	5 years.....	18	18
VI.	William G. Jones.....	4 years.....	20	19
VII.	E. H. Currier.....	3 years.....	16	15
VIII.	Chester Q. Mann.....	3 years.....	22	20
IX.	Josephine F. Rintoul..	2 years.....	15	15
X.	Josephine F. Rintoul..	2 years.....	16	16
XI.	Chester Q. Mann.....	1 year.....	13	13

KINDERGARTEN.

(Children under 10 years.)

I.	Luann C. Rice.....	2 to 3 years.....	19	18
II.	C. W. Van Tassell....	2 weeks to 2 years....	29	29
III.	Elizabeth Mitchell....	6 mos. to 4 yrs.....	3	3

SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

I.	Thomas F. Fox.....	10 years.....	1	1
II.	Thomas F. Fox.....	8 years.....	1	1

HIGH CLASS.

	William H. Bishop ..	9 to 11 years.....	12	9
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SUPPLEMENTARY HIGH CLASS.

	Thomas F. Fox.....	11 years.....	1	1
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258

244

II.—FEMALES.

I.	Ida Montgomery.....	7 years.....	20	20
II.	Josephine L. Ensign..	6 years.....	22	20
III.	Josephine L. Ensign..	5 years.....	16	16
IV.	Jane T. Meigs.....	4 years.....	18	17
V.	Jane T. Meigs.....	3 years.....	17	17
VI.	Myra L. Barrager.....	2 years.....	21	19
VII.	Myra L. Barrager.....	1 year.....	17	17

HIGH CLASS.

	Ida Montgomery....	9 to 11 years.....	14	11
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145

137

LIP READING.

TEACHERS.	Under instruction during the year.			Present at the Examination.		
	Males.	Females.	Total.	Males.	Females.	Total.
E. H. Carrier.....		14	14		14	14
Elizabeth Mitchell.....	45		45	44		44
Jane T. Meigs.....		18	18		18	18
Josephine F. Rintoul.....	15	23	38	15	23	38
Thomas F. Fox.....	21		21	20		20
Walter B. Peet.....	37		37	33		33
William H. Bishop.....	12		12	9		9
William G. Jones.....	18		18	18		18
Mrs. A. T. Mann.....	35		35	33		33
Miss Corwin.....	14		14	13		13
Miss McAllister.....	16		16	15		15
Miss Koffman.....		6	6		6	6
Miss Richmond.....	20		20	19		19
	233	61	294	219	61	280

AURAL DEVELOPMENT.

E. H. Carrier.....		19	19		18	18
Elizabeth Mitchell.....	6		6	6		6
Jane T. Meigs.....		18	18		18	18
Josephine F. Rintoul.....	15	17	32	15	17	32
	21	54	75	21	53	74

DRAWING.

Mme. Sarah E. LePrince.. | 256 | 145 | 401 || 244 | 137 | 381

RECAPITULATION.

UNDER INSTRUCTION DURING
THE YEAR.

Males, . . . 258
Females, . . . 145

Total, 403

PRESENT AT THE EXAMINATION.

Males, . . . 244
Females, . . . 137

Total, 381

The great object of instruction in this Institution, the essential feature of its course, is the English language, of which the pupils, when they enter its walls, are entirely ignorant, and over which the majority, when they leave them, have obtained such a mastery as will enable them to make their way through life independent of the helping hand of charity.

As an aid in determining to what extent the pupils have progressed during the year, in this and other studies, the Committee take pleasure in presenting brief *résumés* of extracts from the papers of each class, beginning with the lowest.

MALE DEPARTMENT.

Eleventh Class.

There were in this class thirteen boys, of a standing of one year or less. These were arranged in three divisions, under the care of Mr. Chester Q. Mann. Four of them, composing the advanced section, had studied part of I. L. Peet's Language Lessons, and the first section of Peet's Scripture Lessons, had been drilled in counting in words and figures from 1 to 1000, and had gone through a series of exercises in Penmanship and Drawing. Those pupils forming the second division, had used the same text books, but were not so far advanced. The least advanced of the pupils comprised the third division, and, on account of having entered the school quite recently, had mastered but a few names of objects. The work of these pupils was satisfactory, so far as it went, and showed careful training, by the teacher, of the pupils under him.

Tenth Class.

Miss Josephine F. Rintoul, in this class, had under her charge sixteen young pupils, whose standing was two years. The plan of study included Dr. H. P. Peet's Scripture Lessons, Peet's Language Lessons and Grammatical Chart, Model Letters, Hymns, Arithmetic, Penmanship and Drawing. They had gone through the greater part of the Scripture Lessons, and were well advanced in the Language Lessons. In their examination they showed ability to add columns of five figures, and familiarity with grammatical symbols, of which they gave appropriate examples. In addition to this, they described simple objects and various animals, concerning all of which they indicated that they had received careful instruction.

Ninth Class.

In this class, there were fifteen boys, also under Miss Rintoul. They were separated into two divisions, in order to obtain the best results. Eight of them, forming the more advanced portion, had studied Dr.

H. P. Peet's Part III., Mitchell's First Lessons in Geography, Peet's Scripture Lessons, Arithmetic, Hymns and Model Letters. The other division had pursued practically the same course, but had not progressed as rapidly as the advanced pupils. The method pursued with this latter division was the same as that in use among hearing pupils, both in tuition and recitation, the ear-tube coming into frequent use. The pupils had had continued exercises in Lip-Reading and Aural Development, and had made improvement in both branches. With few exceptions, they showed themselves bright boys, and passed an examination which reflected credit on the endeavors of their teacher.

Eighth Class.

Twenty two boys composed this class, under the care of Mr. Chester Q. Mann. They had a standing of three years, and their studies were Exercises in Language, Language Lessons, Scripture Lessons, Arithmetic, Hymns, Penmanship, and lessons in Drawing and Letter Writing. Instruction in all these branches had been given in connection with language. Lip-Reading had been taught daily by Mrs. Mann. The answers to questions in the different studies were good. All of the papers contained one or more hymns, written from memory, as also the Lord's Prayer. One little fellow, whose admiration for General Grant seemed to be very great, having been asked, "Who was the First President of the United States, unhesitatingly wrote, "General Grant."

Seventh Class.

The Seventh Class, under Mr. E. H. Currier, had sixteen pupils, their standing being three years. Their studies had been Geography, with exercises in outline maps, United States History, Arithmetic, Scripture Lessons, Language Lessons, Hymns, and exercises in Letter Writing. Lip-Reading had been taught an hour each day. The instruction in drawing was given by Madame Le Prince. The attainments of these pupils were in every way satisfactory. All of them corrected such sentences as, "I has a ball," "Thomas love her cat," "John have went to Central Park." Having been directed to write and invite their parents to the closing exercises, the following was produced.

DEAR PARENTS:—I write to inform you that there will be an exhibition in the chapel of the Institution at 11 A.M. next Tuesday. Please come to it, if you can find time to do so.

Your loving son,

C. H. C.

Sixth Class.

The Sixth Class, under Mr. W. G. Jones, had twenty pupils, whose standing was four years. They had studied United States History,

Geography, Scripture Lessons, Arithmetic, and Hymns, and had had exercises in Model Letters, the Phonic Alphabet and Grammatical Analysis, and received a lesson each week in Drawing. In learning the correct use of language, they had been required to write original sentences, specimens of which we copy from the examination papers: "I like summer best of all the seasons, because I can travel in the country." "Dr. Peet says that he will let the boys go home on June 22." To a question in history, the following is a specimen answer: "The year 1825 was noted for the finishing of the Erie Canal. It has three branches, and is three hundred and sixty miles long. King David's prowess was thus described: "He killed a Philistine giant, who was about ten feet high." All of the pupils wrote each a different hymn from memory, and in Arithmetic showed familiarity with the four ground rules.

Fifth Class.

This class, in which there were eighteen pupils of five years' standing, was likewise under the instruction of Mr. Jones. The course of study had been Language, Geography, United States History, Scripture, Hymns and Arithmetic. The Phonic Alphabet, Model Letters, Grammatical Symbols, and Drawing, were also a part of the regular school-room exercises. From the papers of these pupils we select the following specimens. Being requested to write original sentences containing the words *happy* and *try*, one wrote: "Some boys will be *happy*, because they will be promoted to higher classes." "I will *try* to catch some squirrels in a trap." Here is a specimen letter written by one of the pupils:—

MY DEAR FRIEND:—I am going to write a letter to you. My uncle gave me your letter a few days ago. I liked to read it. Do you like to see many different kinds of beautiful flowers? Yes, you do. I hope that you will meet me, when I go home in vacation. I will come back to school next fall. I will be promoted to a higher class, because I have tried to study my lessons. I have been very successful. My best regards to you.

Truly Yours,

J. O.

Fourth Class.

The Fourth Class, under the instruction of Mr. W. B. Peet, was composed of eighteen pupils, with a standing of six years. Their course of study included Arithmetic, History, Bible, Geography, Language and Penmanship, with exercises in the Phonic Alphabet, Model Letters, and a lesson in Drawing one hour each week. In reply to the inquiry what they could say of New York City, this was written: "New York is the richest city in America. It also has the most people. It is on Manhattan Island, at the mouth of the Hudson River. Many people come to visit its fine buildings and its beautiful Central

Park. It is a splendid city, I think." In United States History, the pupils were asked to tell about Columbus. We append one of their replies: "Columbus was born in Italy. He became a sailor when very young. He had so much trouble that his hair became gray before he was very old. His discovery of America made him a celebrated man, but he did not die happy. He was not treated well. He was a wonderful man, and his name is now much honored."

Third Class.

Mr. E. Henry Currier was the instructor of this class, in which were fourteen boys, of six years' standing. The course of study pursued embraced, Grammar, Geography, United States History, Arithmetic, Composition, and Letter Writing, the Bible, Hymns, and daily exercises in Lip-Reading, and a weekly lesson in Drawing. The questions on history brought forth a correct list of the Presidents of the United States, and also the names of the members of the present Cabinet, and their duties were defined to be, "To assist the President in executing the laws and overseeing the officers." To the question, "What island was made by De Lesseps, and how did he do it?" was written, "Africa was made an island by his cutting the Suez Canal." In arithmetic, correct definitions were given for "Abstract Numbers," "Units," "Concrete Numbers." The tables of weights and measures were also given by all the class.

Second Class.

In the Second Class there were nineteen pupils, of seven years' standing, under the instruction of Mr. W. B. Peet. Their studies were Geography, History, Arithmetic, Bible, Hymns, and Penmanship. In addition, they had regular exercises in Lip-Reading, Language, and weekly lessons in Drawing. In United States History, Benedict Arnold was described as, "The traitor of the Revolutionary War. He fought with great bravery at Quebec and at Saratoga. He was reprimanded by Washington for dishonesty, and then he tried to surrender West Point to the English. He escaped to England." The City of Washington was thus described in answer to a question in Geography: "Washington City is the Capital of the United States. It is on the Potomac River, and was named in honor of the first President. It has many beautiful public buildings. Two Presidents, Lincoln and Garfield, were assassinated there." In arithmetic, almost all the pupils performed problems like the one appended: "If I take 13,729 from the sum of 8,762 and 14,967, divide the remainder by 50 and multiply the quotient by 19; what is the product?"

First Class.

The first class was under the instruction of Mr. Thomas F. Fox, and in it were twenty-one pupils, with a standing of eight years. The outline of studies included English Grammar, Composition, United States History, Geography, Arithmetic, Book-keeping, Penmanship, Hymns, and the Bible. Daily instruction had been given in lip-reading, and the classes had received a lesson in drawing an hour each week. The following are specimens of the questions proposed to them. "In what respects does a phrase differ from a clause?" "Was President Lincoln opposed to slavery?" "By whose orders was the Apostle Peter imprisoned?" "What is a Prime Number?" "How does Double Entry book-keeping differ from Single Entry?" Having been asked to write something about the Strikes, they each wrote a number of sentences, of which the following is an example: "*Strikers* is the name given to a number of persons who refuse to work, because they are not satisfied with the wages or the number of hours of work. They have a right to leave their own work, but they have no right to stop others who wish to take their places. They often cause much trouble. This year, there have been several riots, with loss of life, on account of strikes. These disturbances are dangerous, for they do not always help the working people, but very often harm them." R. R. T.

JUVENILE DEPARTMENT.

Under this heading come the three primary classes of little boys who are domiciled at the Mansion House. They are in all fifty-one, their standing being from six months to four years.

Third Class.

In this class there were twenty-nine pupils, arranged in two sections—, under the instruction of Mr. U. W. Van Tassel. In the least advanced section, whose standing was from two weeks to eight months, there were eleven boys, who had been taught the alphabet, both manual and written, and penmanship. They had learned the names of twelve objects, and could write them plainly. The other section was composed of eighteen pupils, whose standing ranged from four months to one year. They had studied Language Lessons and Scripture Lessons, and had had daily exercises in Numeration up to one hundred, and also in penmanship. In all of these they showed great progress.

Second Class.

The next higher class was that in charge of Miss Elizabeth Mitchell, who had given instruction in lip-reading to the fifty-one pupils in the

Juvenile Department, but had paid special attention to three little semi-mute boys, with a standing of four years. Their studies had been Geography, United States History, Arithmetic, and the Bible, with regular exercises in Letter-Writing and Lip-Reading. Appended is a specimen of their ability to express themselves in written language: "This is our examination day, and we have just finished all our work. We are very glad that we are through, because we are very wild to go home. We hope we did not make any mistakes in the questions we were asked. I feel very happy that I will soon go home."

J. H.

In all the subjects, in which they were examined, these boys made an excellent showing.

First Class.

There were nineteen pupils in this class, with a standing of two and three years, Miss L. C. Rice being their instructor. The studies pursued had been Language Lessons, Scripture Lessons, Arithmetic, and Penmanship, with exercises in Letter-Writing. The pupils were divided into three sections, each section using different portions of the same text-books, according to differences in the degree of improvement. The papers of these boys were all well written, the penmanship being a noticeable feature. Appended is a specimen of their use of language. "This is the eighteenth day of June. It is our examination day. My teachers have been kind to me, and I thank them. This is the last day of school. We shall go home soon. It was sultry yesterday, but it is chilly to-day. I have tried to improve in school. I love Dr. Peet very much. Dr. Peet told Miss Rice some of the boys are improving in language."

W. L.

Class of Blind Pupils.

The two blind deaf-mutes, James H. Caton and Richard T. Clinton, composing this class, under the instruction of Mr. Thomas F. Fox, were examined by the Rev. Dr. Weston. Caton's course of instruction included Modern History, English Literature and Mental Arithmetic, with Original Compositions on the type-writer. His use of language is shown in the appended account of William Tell. "It is said that Tell was taken prisoner by Gessler. He was promised his liberty, if he could, with an arrow, hit an apple placed on the head of his son. He did so, but Gessler did not keep his promise. Tell afterwards escaped and headed an insurrection against the Austrian Authority." Clinton's studies comprised Miscellaneous Lessons in language, Short Stories, Hymns, and Compositions on the type-writer. The papers of both of these boys were written by themselves on their type-writers, and were

as neat and regular as could be written by any person, possessing both sight and hearing.

FEMALE DEPARTMENT.

Seventh Class.

The lowest class of girls contained seventeen pupils of one year's standing, under the instruction of Miss Myra L. Barrager. On account of difference of time at school, they were divided into four grades, the lowest of which had only mastered the names of a few objects, while the first grade had learned the alphabet and had studied parts of Language Lessons, Scripture Lessons and Arithmetic. They had had daily practice in Penmanship and weekly lessons in Drawing. The advanced grade had committed to memory the Lord's Prayer, and the Hymn, "Nearer, my God, to Thee." All of them, in their examination, wrote the prayer and hymn correctly, as well as the names of objects, their own names, ages or addresses.

Sixth Class.

The next higher class of the Female Primary Department, likewise taught by Miss Barrager, had twenty-one pupils, of two years' standing. They had studied Language Lessons, Course of Instruction, Part III., Chart of Predicates, Scripture Lessons, Penmanship, Arithmetic, and Hymns. They had had weekly exercises in Letter Writing and Drawing and a daily drill in Lip-Reading. We reproduce from the examination papers, the following story which was translated from signs: "A bad boy found a dog in the streets. He carried it to a lion's cage and threw it in. The poor dog was dreadfully frightened. He expected to be eaten. But the lion pitied him, and did not hurt him. He gave the dog some meat. They lived together for several years." The pupils gave excellent answers to questions in the history of animals, and wrote correctly the Lord's Prayer and two hymns.

Fifth Class.

This Class had been under Miss Jane T. Meigs. It contained seventeen girls, of three years' standing, all of whom were in attendance at the examination. Their studies had been Course of Instruction, Part III., Scripture Lessons, Arithmetic, Language Lessons, Penmanship and Lip-Reading. One hour a week had been devoted to Drawing, under Madame Le Prince. We select the following as a specimen of the language used by these pupils:—

MY DEAR MA :—I am happy when I am writing to you. I like to be at school. I will come back in September. Are all well at home? I hope so. I am trying to be a good girl. I am happy and well. We have flowers in our school-room. I am fond of them. I am longing to see you. Miss Meigs is a good teacher, and is kind to me. I think I have learned much this year. Good bye.

Your affectionate daughter,

K. G.

Fourth Class.

Miss Meigs also taught the Fourth Class, consisting of eighteen girls of four years' standing. They had studied Geography, Language Lessons, Arithmetic, Scripture Lessons, Peet's Course of Instruction, and Hymns. They also had had exercises in Penmanship, Drawing, Letter Writing and Lip-Reading. These pupils made correct replies to quite a number of questions on the different studies. The following are examples: "Joseph's brothers took his coat and dipped it in the blood of a kid. Then they took it to their father Jacob. He thought some beast had killed his son. But Joseph's brothers had sold him." "Quadrupeds are animals with four feet. Some of them are born blind and helpless. Then their mothers must take care of them." "Birds have two feet, two wings and a bill. They are covered with feathers. Their feathers are often very beautiful." "The sun rises in the east. At noon it is overhead. It sets in the west in the evening."

Third Class.

The Third Class was under the care of Miss Josephine L. Ensign. In it were sixteen girls of five years' standing, whose studies embraced Scripture Lessons, Geography, Selected Lessons on different topics, Arithmetic, and Hymns. They had had daily lessons in Penmanship and Lip-Reading, and once each week had had instruction in Drawing. Here are specimen answers to questions given in the examination: "The Chinese are a very ingenious people. They carve beautiful fans and images in ivory, make handsome cups and saucers, and cultivate the earth with great care." "Samson was one of the judges. He was the strongest of men. God gave him great strength to deliver the Israelites from the Philistines. He killed many Philistines, and once rent a lion in pieces." "Europe contains a great number of powerful nations. The people are highly civilized. They speak different languages. Most of them are Christians."

Second Class.

In the Second Class there were twenty-two girls, with a standing of six years. Throughout the year, they had been under Miss Josephine L. Ensign, and had studied Universal History, Geography, Arithmetic, Grammar, Penmanship, and the Bible, with exercises in Model Letters, Lip-Reading and Drawing. All had committed several hymns and the Ten Commandments to memory, and had had frequent exercises in writing dialogues as an aid to acquiring a correct use of language. That they succeeded in doing so will be seen from the following: "The Bible is divided into two distinct parts called the New Testament and the Old Testament. There are thirty-nine books belonging to the Old Testament, and twenty-seven belonging to the New Testament. They

are divided into Chapters. There are more than nine hundred chapters in the Old Testament, and more than two hundred and fifty in the New. The first book of the Old Testament is called Genesis. It begins with an account of the Creation of the earth and of the first dwellers on the earth."

First Class.

The most advanced class of the Female Grammar Department had twenty young girls, with a standing of seven years. The class had been instructed by Miss Ida Montgomery, the course of study being Geography, United States History, English Grammar, Arithmetic, the Bible, Composition, and National Songs and Anthems. They had committed some three hundred Proverbs to memory, had had exercises with Outline Maps, had devoted much time to Lip-Reading and Aural Development and had received a lesson in Drawing an hour each week. The papers of these pupils are so voluminous and so generally well written, that, from want of space, it becomes difficult to give more than a comparatively few specimens. Appended are some questions and answers taken at random: "Which country has the best schools?" "Germany; but I think the United States have more schools than Germany." "Which European country do you love best?" "Why?" "I love England best; because my ancestors are English, and I read and write the English Language." Of Patrick Henry, one wrote: "Patrick Henry was the greatest orator of the Revolution. He is noted for the wonderful effect of his first speech in public. When the Declaration of Independence was being discussed in Congress, Patrick Henry said: 'Cæsar had his Brutus, and Charles the First his Cromwell, and George the Third may profit by their example.' He resolved to study law, and after six weeks' study of the subject, was admitted to the bar and became a great lawyer." A pleasing exercise showed their sense of humor. They wrote a number of original questions and answers, as a play upon geographical names, of which the following will serve as specimens: "What mountains do we like best to wear when it is warm?" "White Mountains." "By what river do we get injured?" "Fall River." "What city of the United States improves our minds?" "Reading." "What river of the United States gobbled up poor froggie?" "Duck River." "What cape of the United States should have a queen?" "Cape May." "What river do ladies fear?" "Snake River." "What islands are young ladies and gentlemen fond of?" "Society Islands." "What islands ought we to be, in our intercourse with other people?" "Friendly Islands." "What is the lightest city yet known?" "Cork." "Name a city without which no woman considers her toilet complete." "Cologne."

THE HIGH CLASS.

The two divisions of the High Class, male and female, were, as has been already stated, examined by Rev. Dr. Bliss, from whom has been received the following report :—

To the Committee on the Annual Examination :

*Gentlemen :—*On the 18th instant, I examined, at your request, the Male Division of the High Class, taught by Prof. W. H. Bishop.

A new departure has been made in this class, during the past year, that of imparting instruction by means of language only, instead of by signs, after the example of the Royal Institution for Deaf-Mutes, in Paris, and other principal schools abroad. In this way, every lesson, no matter what its subject, becomes a medium of instruction in the English language—which is as truly a foreign tongue to the deaf-mute, as if he were foreign born, and thus the pupils are better fitted to meet their responsibilities among hearing people, with whom they must live after leaving school.

On beginning the examination, an impromptu address of welcome to me was written by each pupil on his blackboard. This served as a specimen of English composition, and also showed the quality of the several hand-writings, and one could not but be struck with the excellence of the former and with the celerity and symmetry of the latter.

To give an idea of the general character of these compositions, here is one of the briefest and simplest of them :—

“REV. DR. BLISS :—It is a great pleasure for us to welcome you here to examine us to-day. Examination day has long been looked forward to. We are greatly indebted to this Institution, where we received the light with which we can see the difference between right and wrong. When we first came here, we could neither read nor write, but now we are quite different from what we used to be. May the Institution continue to do its good work, and let no deaf-mute remain in darkness at home.
“Very truly yours, “F. M. H.”

The first study taken up was Houston's Physical Geography, a book of considerable size and value, which has been completed during the year. Ready and satisfactory answers were given to such questions as : What is the general direction and cause of the Equatorial (ocean) currents? What are the conditions that produce forests, prairies, steppes and deserts? What countries are inhabited by the Caucasian Race?

The study of English Grammar, next passed in review, the text book being Kerl's Common School Grammar, which is also in use at the National College of Deaf-Mutes, in Washington. The pupils showed a good knowledge of the elements and principles of this study—to them

a necessarily difficult one—and replied with facility to the questions put to them. In this connection, I was interested in noting the use of Dr. Peet's Grammatical Symbols, a series of simple and ingenious hieroglyphs serving to picture to the eye the nature and direction of the different parts of speech, and of sentences.

Then, taking up the History of the United States (Higginson's), the pupils proved their proficiency in this branch of study, by intelligent answers to the queries : Who were the Mound-builders ? Who were the Puritans ? What of the settlement of Virginia ? and so on.

In the Examination upon Arithmetic, exercises were given of a varied character, calculated to test thoroughly the acquaintance of these pupils with this important and most practical branch of knowledge. A long sum in Addition, that might have taxed the powers of some book-keepers, was readily done, as were others involving the Tables of Measures, and others in Fractions, Decimals, Interest, etc. The result showed marks of very good attainment in the science of numbers.

As to the memory lessons of these scholars, there was pleasant evidence of their well-cultivated powers in this direction, in their being able to write out with remarkable correctness such pieces as, "Rock of Ages," "Jesus, Lover of my Soul," the Twenty-Third Psalm, Longfellow's "Psalm of Life," and others.

During the year, the class had been made familiar with the book of The Acts, and so questions upon this were in order, such as these : The Acts—the meaning of the name ? Who was Stephen, and how did he die ? What about Paul ? Of the answers to these questions, the following may be taken as a type : "Saul was a very wicked man, and was fond of persecuting the people who were Christians. On his way to a city, named Damascus, where he intended to kill the Christians, in company of his soldiers, he lost his sight by the light God sent. He did not know why he lost his sight, and God told him he had been treating the Christians very cruelly, and wished him to understand that he must not do so again. Then God wished him to preach to the people in every town, how Jesus Christ came to this world. He often escaped being murdered, because he spoke much of Christ, the Son of God. He was the ablest apostle. The life and adventures of St. Paul are very interesting.

P. M.

At this point, the Rev. Dr. Gallaudet entered the class room, and proposed some questions, calling forth the general information of the pupils. Among others, he asked : What character of the present day interests you most ? Most of the class answered this seriously, and the general choice centered upon Mr. Gladstone, respecting whom, and the present phase of the Irish question, they showed clear intelligence. But one, with a touch of humor—showing that these pupils are not less quick

and keen in this way than those who have their hearing, wrote this reply: "The person who interests *me* most at present, is *the examiner!*"

The examination closed with a trial of Lip-Reading, wherein I was able to communicate, by word of mouth, quite easily and intelligibly, with some of the class.

As to the Female Division of the High Class, I have been asked to report also upon the work done by the pupils of this class, which is under the care of Miss Ida Montgomery. Though not having been able to give so much time and attention to this as to the other division, yet I should judge, from the examination I have made of their papers, that the scholarship of these young ladies might compare most creditably with that of their brother students.

Their work in English and American History calls for special notice. In the former, such questions were answered at length as:—"Who was the first sovereign of the Stuart family, and upon what relation did he base his claim to the throne?" "James I., (James the Scotchman), he was a cousin of Queen Elizabeth, the Virgin Queen, through his mother, Mary Queen of Scots." "Mention two reforms proposed by the Chartists?" "The repeal of the Corn Laws and Free Trade, and a Reform in Parliament. They clamored for Reform in the early part of Victoria's reign." "Give the name of the officer who commanded the fleet in the Battle of the Nile, and the result of the battle?" "Lord Nelson, who gained a brilliant victory for England. It was during this terrible battle that—

'The boy stood on the burning deck,
Whence all but he had fled'—

and waited for his fathers's call in vain."

"For what was each of the following men noted:—Duke of Marlborough, Edmund Burke, and Henry Howard?" "The Duke of Marlborough, for his power and influence during the reign of Queen Anne, whose Prime Minister he was. He was also a great soldier. Edmund Burke was a famous British orator and statesman, and friend of America. Henry Howard, Earl of Surrey, was a good and literary man, beheaded in the time of Henry VIII. He was a great friend of Sir Thomas Wyatt. It is a pity that we have to say his own sister caused his death, by saying he used the king's initials 'H. R.,' when they were an ancestral signet, and did not mean any such thing as Henry Rex."

And in American History, they have written on points like the following:—

In what part of North America did the French settle?

"They settled in Canada and along the St. Lawrence River, and the

Mississippi and along the Great Lakes. Their first permanent settlement was made at Port Royal, in Acadia, or Nova Scotia, in 1607."

When and where was the first permanent English Colony in North America made?

"At Jamestown, in Virginia, in 1607, by people under the London Company. They were all men, for they hardly expected to stay there, but they thought that they would dig gold and silver, and trade with the Indians and become rich, and then return to England. The character of these settlers differed very much from that of the Pilgrims, at Plymouth, for they were lazy and did not take any trouble to provide for themselves or to cultivate the soil, and their provisions were to be brought from England, and John Smith, who was a man of great intelligence, and who had met with many wonderful adventures in his life, traded with the Indians for corn and some other needful things, and if it had not been for him the colony would have been a failure."

Tell me about the settlement of Massachusetts?

"Massachusetts was settled in 1620 by the Pilgrim Fathers, who came here December 21st, from England, to escape from religious persecution, to which they were subjected in England, and to worship God according to their own belief. When they first came here, the ground was covered with snow and the weather was very cold; but they made themselves as comfortable as they could in rude log cabins. During the first winter, they suffered greatly from the cold and from want of food, so that before the first spring half of the little band had perished. Among them that perished was their first governor, John Carver. But they were better off toward Spring, for the Indians were very kind to them, and gave them food and showed them how to cultivate Indian corn. This colony was governed by themselves, and their government was a pure democracy. But the colony grew very slowly. But still it was firmly established and it remained an Independent Colony for seventy years, when, by order of the King of England, it was united with Massachusetts Bay Colony, and then became a royal Province that lasted down to Independence. The first governor of this colony was John Winthrop, a man of great wisdom and firmness as well as of nobleness, and who was greatly esteemed and honored by the people, and several times appointed Chief Magistrate of the Colony, and is still honored as one of the greatest men of Massachusetts."

How long did the colonies remain under English rule?

"Till 1776, when the Declaration of Independence was passed."

What were the causes of the Revolution?

"They were the Stamp Act, the Navigation Act, Taxation without Representation, Writs of Assistance, Mutiny Act, Boston Tea Party and Boston Massacre. The English Government thought they had the

right to tax the people as they pleased; but the Colonists, knowing the laws of England, would not submit to the unjust claims of England, unless they were allowed to send their own representatives to the English Parliament. But this the English Government would not allow; so no wonder they refused to pay any taxes."

Who was made Commander-in-Chief of the American Forces?

"George Washington, whom the Americans call the 'Father of their Country,' because he was the man who secured them their liberty and independence."

Mention some of the famous men of the times that tried men's souls?

"George Washington; Thomas Jefferson, the author of the Declaration of Independence; John Adams; John Hancock, the first signer of the Declaration of Independence; Patrick Henry; Richard Henry Lee, who proposed that the United States should be Free and Independent States; Robert Morris, who advanced 1,400,000 dollars to the cause of his country; Paul Revere, noted for a celebrated ride from Boston to Concord; John Jay, Chief Justice; Alexander Hamilton; Samuel Adams; Thomas Sumter; Francis Marion; Paul Jones. Foreigners that served under Washington:—Marquis De La Fayette, a French Nobleman; Baron De Kalb, a German Officer; Baron Steuben, who was of great service to America, as he introduced the European tactics into the United States Army, having served under Frederick the Great; Count Pulaski, and Thaddeus Kosciusko, both from Poland."

In what war did Washington first distinguish himself?

"In the French and Indian War, in which he exhibited great judgment, bravery, composure, coolness and wisdom; so no wonder that he was afterward appointed commander-in-chief in the great war for Independence."

When and where did the first battle of the Revolution take place?

"At Lexington, in Massachusetts, April 19th, 1775. The English attempted to capture the United States' ammunition, which was kept at Boston, but the colonists quietly removed it to Concord. The English somehow got knowledge about it, and determined to capture it, and they then marched toward Concord. But Paul Revere rode from Boston in advance of them, so they could make some preparations to resist them. So when the English came near Lexington, they found the colonists prepared for them, and would have been utterly destroyed, but for the help that arrived to them from Boston."

When and where did Lord Cornwallis surrender?

"At Yorktown, Va., which was the last battle of the Revolution, in 1783, and on the 25th of November of the same year the red coats evacuated New York, and the Independence of the United States was acknow-

ledged, because when they left New York harbor, the American Flag was waving in the breeze to the displeasure and humiliation of the English."

When and where was Washington inaugurated President ?

"In New York City, at the Old City Hall, April 30th, 1789."

What are the three departments of our government ?

"They are the Executive, the Legislative, and the Judicial."

How many presidents of the United States have there been ?

"There have been twenty-one presidents. The present is Mr. Cleveland, who is the twenty-second president."

Who was President in 1812 ? What was the cause of the war of 1812 ?

"James Madison was the President. The principal cause of the war of 1812, was the impressment of American seamen. France, with whom the United States had had some trouble, had now removed all her interference with American Commerce, but England continued to place great difficulties in its way. They also claimed to have the right to search every Union ship to see if any British born citizen was among the sailors, and if they found any, they bound them and took them into the British Navy. Several hundred American citizens had been forced into the British Navy, till at last the United States could bear it no longer, and so the war of 1812 followed, at the end of which the right of search claimed by Great Britain, was relinquished"

Who was President at the time of the Mexican War ?

"James K. Polk, the eleventh president. The war with Mexico lasted two years, and the Americans were victorious on every hand. The cause of this was a disputed boundary line between Mexico and Texas. Texas had belonged to Mexico, but had separated itself from it and become an Independent State, and had asked to be admitted to the Union while John Tyler, the tenth president, was in office. But they were refused, as he feared that Mexico else would wage war with the United States. But when James K. Polk was inaugurated, he, at once, allowed Texas to be admitted to the Union. The United States gained a large accession of territory by this war."

What were the causes of the Civil War ?

"They were the Fugitive Slave Law, the Dred Scott Decision, the Kansas-Nebraska Bill, and John Brown's Raid, which led to a secession of a number of the slave-holding States."

What can you say of Abraham Lincoln's administration ?

"Lincoln, who was the fortunate one of the four candidates to succeed Buchanan in the Presidency, was a man of great nobleness, and he possessed the best qualities of heart and mind. He said in his inaugural address these beautiful words, ' With malice toward none and charity for all.' His administration was a very wise one, but he had

great trouble and responsibility thrown on him. The South, who were disappointed at the election of Lincoln, had asked the United States Government to acknowledge their independence, but they refused it, Lincoln declaring that no State could lawfully withdraw from the Union. So the South prepared for war, and they fired the first gun on Fort Sumter, which was in command of Major Robert Anderson, who was a Southerner, but a true patriot and loyal to the Union. The firing was kept up thirty-four hours, and then Anderson was obliged to surrender the fort. This news spread as fire throughout the whole North, and they were so indignant, that they all at once prepared for war, so that only two or three days after the firing on Fort Sumter, the 19th of April, they were able to march toward Baltimore, where the first blood of the great rebellion was shed.

"In 1863, on New Year's day, Lincoln issued the Emancipation Proclamation, of which he was the author. He had previously said that if the South did not stop the war before that time, all the Southern slaves should be liberated, which also happened, for the South continued the war.

"In 1865, Lincoln was re-elected, with very little opposition from the North. In the same year, April 9th, Lee surrendered to Gen. Grant. And now the war was at an end, and the whole North were rejoicing, and the soldiers returning home in the sweet anticipation that afterwards they should live in peace, when the news came that Lincoln was shot, and so they were thrown from their joy to the deepest mourning."

In their treatment of these topics, they evince excellence in their method, as well as in their style of expression, while they show breadth and thoroughness in their historical knowledge.

Looking at all that has been done by this class in both of its divisions, and in view of the assiduity and earnestness of these pupils, the opinion of an unbiassed judgment must be that they deserved marked approval, while to their painstaking and accomplished instructors all due praise is accorded. As one grows more conversant with the work of this truly beneficent institution, in its educational, and especially in its moral influence upon those under its care, the interest in its welfare deepens, while the prayer goes up to Him who is the Author of all minds and the Inspirer of all hearts, that His rich and abiding blessing may be upon all connected with it.

Yours sincerely,

WASHINGTON HEIGHTS, June 22, 1886.

JOHN C. BLISS.

LIP-READING.

Instruction in this branch, had been given to all the pupils, excepting the two blind deaf-mutes, by eight of the regular corps of instruc-

tors, assisted by five aspirants. The basis of instruction had been Dr. Peet's Phonic Analysis. By this system the sounds of the English language are so classified and arranged that the pupil is able, not only to perceive each position taken, and motion made by the organs of speech, but he can also readily estimate their orthographic value. Practice in this phonic alphabet removes all necessity for guessing at what has been spoken, and, because the utterances of the speaker are analyzed, lip-reading is rendered exact and certain.

The examination was thorough, and the results were highly satisfactory.

AURAL DEVELOPMENT.

A series of careful tests had shown that seventy-four of the pupils in attendance at the Institution, possessed a sensitiveness to and appreciation of voice-sounds sufficient to warrant the attempt to develop and cultivate, by means of instrumental aid, their latent hearing, and to render it available for educational purposes.

An ear-piece and tube devised by Prof. Currier, made it possible for the pupil to hear his own voice as well as that of his teacher, so that the same course as that pursued in teaching the hearing child to attach significance to sounds, could be followed.

These pupils had been under the charge of Prof. Currier, assisted by three lady teachers, and the results, as attested by the examination, were equal to the most sanguine expectations.

ART.

Instruction in Art had been given by Madame Sarah E. Le Prince, to every class in the School one hour a week, and in special cases, pupils had received extended instruction. The report of the Examiner Monsieur L. Kowalsky, is hereto appended :

“NEW YORK, JUNE 20th, 1886.

“DR. ISAAC LEWIS PEET, *Principal New York Institution for the Deaf and Dumb.*

“DEAR SIR: I have had the pleasure to visit your Department of Industrial Art, conducted by Prof. and Madame Le Prince, and beg to congratulate you earnestly on the flourishing condition in which I found it.

“The works of the pupils, girls as well as boys, are essentially practical and calculated to secure them on leaving your Institution work at the same time interesting and profitable.

“The Ceramic works especially appear to me to open a large field. on account of their numerous applications to Decoration.

“The number and quality of the Drawings show great activity and a marked progress from beginning to end of year.

“I have noticed that all were drawn from the Object ; it is the only good system ; but I am surprised to see so few Plaster Casts in a school of the importance of yours ; it is a gap which wants filling up soon as possible ; it is however the only one I noticed.

"On the whole, Mr. Principal, I have been agreeably surprised to find the deaf-mutes in your Institution in such good way, and carry away the best souvenir of my interesting visit and your kind reception.

"Please accept, Mr. Principal, the expression of my highest regards.

"L. KOWALSKY, *Artist Painter.*"

COMPETITIVE EXAMINATION.

A special competitive examination of the graduating members of the High Class to determine the awarding of diplomas, the gold medal, the prize for Rhetoric and the Harriet Stoner Testimonial, was conducted by Professors Currier and Fox. The topics embraced the regular High Class curriculum, including English Grammar, Composition, English History, United States History, Arithmetic, Mathematical Geography, Physical Geography, Natural Philosophy, Moral Science, the Bible and Hymns. The awards, as determined by this examination, will be seen in the resolutions directing the conferring of diplomas and prizes.

THE BACCALAUREATE SERMON.

The closing Sunday Service of the Academic Year was held in the chapel of the Institution, on Sunday afternoon, June 20th, when a large audience of pupils, graduates and visitors, listened to a "Baccalaureate Sermon," delivered by the Principal, of which the following is a full synopsis :—

MATTHEW 5 : 48.—"*Be ye, therefore, perfect, even as your Father which is in Heaven is perfect.*"

"Perfection in anything is its complete adaptation to the purposes for which it was designed. Perfection in the bee produces entirely different results from perfection in the bird ; perfection in the herb, from perfection in the tree ; perfection in the marble, from perfection in the diamond ; perfection in iron, from perfection in gold ; perfection in the watch, from perfection in the steam-engine ; perfection in man, from perfection in beast.

"God, the only uncreated being, is perfect in wisdom, power, holiness, justice, goodness and truth. His intelligence is perfect. His character is perfect. His works, however grand, or however minute, are perfect. His plans are perfect. His government is perfect. To us, His relations as our creator, sovereign, father and friend, are so intimate, that the knowledge of His perfection is the source of our greatest comfort and happiness. Placed in a world, which He made, and surrounded by circumstances, which He controls, we are entirely dependent on Him, and were He not perfect, we should have constant ground for fear. Knowing, however, that His laws are unchangeable, that His love is boundless, and that He designs our good, we have only to seek and do His will, in order to enjoy the blessings which He

bestows upon us. As His children, He wishes us to be like Him, to love Him, and, thus, to glorify and enjoy Him.

"This was His purpose in our creation. To this end, He endowed us with many of His attributes and gave us the opportunity of exercising many of the functions which He performs. For our encouragement, He accomplishes many of His purposes through us, and makes us His agents here in the world ; and, in all that we are, and, in all that we do, He wishes us to be perfect. Nothing short of this should satisfy us.

"To you, my dear friends, this subject has a peculiar application. You came here, most of you, deprived, from your childhood, of one of the most important avenues of information. This had placed you at a disadvantage compared with those who possess the sense of hearing. It had shut you out from the possession of language, from an appreciation of the difference between right and wrong, from the knowledge to be obtained from books and from intercourse with your fellow men, and yet to you, as well as to others, God, through His blessed son, Jesus Christ, has said, "Be ye perfect, even as your Father which is in Heaven, is perfect."

"You are to be perfect :—

"1st. In what you are.

"2d. In what you do.

"To help you to be perfect in what you are, He established this Institution. The defects of Nature were here to be overcome. Your minds were to be developed. A mastery over language was to be given you. The elementary principles of Science were to be imparted, and the means of obtaining your support were to be brought within your reach.

"But the development of intelligence, knowledge and capacity, were only a small part of the work to be accomplished. You were to become something more than an intelligent machine. The right cultivation of the emotions, the sensibilities and the will, so beautifully described in that part of our Saviour's sermon on the mount, which is recorded in the fifth chapter of St. Matthew, which closes with the words of our text, was still more necessary. Correct principles were to be established in your minds, and correct habits in your lives. Honor, purity and truth were to be interwoven as a chaplet for your brow. Sorrow for the sin by which you had grieved your good father in Heaven, and love to Him were to be implanted in your hearts. Love to your fellow men and anxiety for their welfare were to be made animating motives of your conduct ; and that you might grow in all this true wisdom and virtue, and thus become fitted for eternal life hereafter, you were to be brought into living union with Jesus Christ,

your Saviour, who 'hath brought life and immortality to light through the gospel.'

"Let us now consider briefly the importance of your being perfect in what you do. Much of this is involved in the idea of becoming perfect in what you are. Your teachers have done much for you, but they have benefited you little, if you have not done much for yourselves. Keep on doing. Remember that you are not yet perfect. Let this thought keep you humble, and, at the same time, make you earnest. But this is not all that is required of you. You are to return to the State which has given you the means of Education, a compensation, not only by being intelligent Christian men and women who will keep the laws and live peaceably with your fellow men, but also by earning your own support and contributing to that of others. In this, determine that you will be perfect. 'First,' as Ruskin says, 'learn what you have to do, then do it.' Be persevering. Let nothing go from your hand till your part of it is finished. Be known by the quality of your work. Try to equal the best and most intelligent hearing persons in every respect, and surpass them when you can. But attempt nothing for which your education and your talents do not fit you. It is better to be a skillful artisan than a poor artist; a thorough tiller of the ground than a feeble teacher of the mind. Especially, be honest, manly and independent.

"Thus would I bid you farewell. Some of you will, after your vacation, return to the Institution, prepared, I hope, to derive greater benefit than ever from the instructions here imparted. Others will leave, to put in practice, in the great world, what they have already learned. But let us, one and all, say in our hearts, 'In all that I am, and in all that I do, with God's help, through Christ, I will be perfect.'

"PLANTING THE CLASS IVY."

Towards sunset on the evening preceding Commencement Day, the beautiful ceremony of planting the Class Ivy was performed in a very impressive manner, in the presence of a large assemblage of pupils, teachers, officers, and interested visitors. When the ivy had been planted, Mr. James B. Loyd was introduced, and spoke as follows:—

"*Fellow pupils* :—This evening, as thinly webbed clouds of sadness veil azure vaults, we meet to perform the solemn ceremony of the planting of the ivy. While lingering here as pupils, we have dreamed nothing of the time when we should go forth from our *Alma Mater* on the stormy sea of life, but now that the time has come, we know that we are soon to be compelled to tear ourselves from her who has sheltered us for so many years, and on whose bosom we have reposed the best part of our life.

“As we cast our anxious eyes upon this ivy, so tenderly planted by the trembling hands of this young lady, we know that it will spread wide across these walls, as if to embrace our *Alma Mater* with its extended arms, and typify to her the dependence, with which we shall look to her teaching in our after lives.

“Whenever the weeds, which can destroy this ivy, grow near it, let them be pulled out at once. Its drooping stem will be cheered by the warm sunshine and refreshing showers. It will grow upward, and its delicate leaves burst out in gladness, and, as the ivy, so are we. Since we were admitted to this Institution as pupils, the weeds of evil, which can impair our souls, have been thrown away. We, not being strong enough to stand against evil, have been surrounded by the warm sunshine of wisdom and watered by the showers of valuable advice. Knowledge has blown darksome ignorance out of our minds, so that we are now happy in an enlightened condition.

“The ivy is an emblem of patience and perseverance. In spite of the coldness of winter and the heat of the sun, which it can bear, it will grasp these walls, as upward it climbs, and will not release its grasp from these walls to which it will cling. So we must be patient whenever we happen to meet with misfortunes and work on across them. By overcoming difficulties and discouragements, we can acquire habits of patience. We must neither hope nor desire for help, nor lean upon others, nor enjoy the fruits of the industry of others; we must work for ourselves. Patience is the sure way that leads to happiness, and perseverance leads to prosperity.

“It is with deep emotion that I address you for the last time, as we bid our *Alma Mater* a tearful farewell. We are soon to bid adieu to this Institution's fond care and instruction, and enter the vast theatre of the world. Before we pass her sacred threshold, let us determine that we will endeavor to act on the principle of doing right under all circumstances and at all times. It should be our rudder, by which we shall steer our ship on the stormy sea of life, so as to avoid the breakers of temptation. While Hope points us to its brightest pictures of happiness in the gallery of the future, let us accustom ourselves to the thought, that—

“ ‘Until the evening, we must weep and toil,
Plow life's stern furrows, dig the weedy soil,
Tread with sad feet our rough and thorny way,
And bear the heat and burthen of the day.’ ”

The exercises closed with a few fitting remarks by the Principal, who exhorted all to live the lives of good men and women, bearing in mind that the Institution received honor or shame according as the lives of its pupils were useful or worthless.

CLOSING EXERCISES.

Commencement Day exercises were held in the chapel of the Institution, on the morning of Tuesday, June 22d, in the presence of the Board of Directors, and a large audience of invited guests, and friends of the pupils. The following programme was successfully carried out :

- I. Prayer.
- II. Address by the President, HON. ERASTUS BROOKS.
- III. General Report on the Examination, by AVERY T. BROWN, Esq., Chairman of the Committee appointed by the Board of Directors.
- IV. Special Report on the Examination of the High Class, by REV. JOHN C. BLISS, D.D.
- V. Exercises by the pupils, conducted by the Principal, ISAAC LEWIS PEET, LL.D.
 1. Memory sketches in distemper, on four panels, by students in the Art Department.
 2. Salutatory, in signs, by JAMES BIRD LOYD.
 3. Illustrations of Primary Instruction, with children less than ten months under instruction.
 4. Method of teaching hearing mutes, illustrated with WILLIAM S. NEAL.
 5. Pantomimic representation—"The Shipwreck of St. Paul," by WILLIAM G. JONES.
 6. Conversations, in signs and by the manual alphabet, between JAMES HENRY CATON and RICHARD THOMAS CLINTON, two blind deaf-mutes, and exercises with the type-writer by the same,
 7. Answers to questions proposed by the audience, by—

ULYSSES GRANT DUNN,	STANLEY ROBINSON,
JOHN HENRY GEARY,	MABELLE SUSIE FISH,
FRANK MARCELLUS HOUCK,	MAY MARTIN,
JAMES BIRD LOYD,	CAROLINE PETERSON.
 8. Oral Dialogue, by JOHN HENRY HOGAN and FRANK ADAMS STRYKER.
 9. Collins's Ode to Music : "The Passions," by GEORGIE DECKER.
 10. Essay.—"Flowers," by MARIA CROAK, of the Graduating Class.
 11. Essay.—"The Influence of the Imagination upon one who is both Blind and Deaf," by JAMES HENRY CATON.
 12. Aural Development, with Prof. E. H. Currier's Duplex Conversation Tube, MENA ECKA and MAY MARTIN.
 13. Dialogue in Pantomime, between PETER MEADE and MAY CROLIUS.
 14. "America," in concerted signs.
 15. Oration.—"The Progress of Invention," with Valedictory Address, by ULYSSES GRANT DUNN.
- VI. Distribution, by the President, of Certificates, Diplomas and Prizes.
- VII. Doxology, by a choir of girls.
- VIII. Benediction.

The exercises of the pupils were introduced by illustrations of time drawing in colored crayons, showing so high a degree of talent and of careful training, as to surprise and delight those persons who were not familiar with the degree of success which has attended the operation of our Department of Art.

The Salutatory Address, delivered in signs by James B. Loyd, was as follows :

SALUTATORY ADDRESS.

"LADIES AND GENTLEMEN :—About three quarters of a century ago, this Institution was founded by christian men, out of whose hearts gushed sincere sympathy with the unfortunate deaf and dumb. The first pupils were sent here to learn the English language, and to be instructed concerning our Saviour, the great Author of the Universe. All of [them began in ignorance, but afterwards became very happy, because the light of knowledge shone through and dispelled the darkness of their minds.

"The philanthropic hearts did not stop there. Their enthusiasm increased, and the Directors, being very much pleased with the results of their first attempts, built an Industrial Department, where we are taught, by skillful foremen, how to work with our own hands at a variety of the most useful trades. We offer our grateful thanks to the Directors for their kind efforts to furnish every facility for our complete instruction in the various branches of industry.

"The trades, taught at present, are—for the boys—eight : printing, cabinet-making, carpentry, shoemaking, tailoring, gardening, house-painting and glazing and baking. This selection is obviously made to enable this Institution to profit, to some degree, from the labor of the pupils. Constant employment is of importance to us, as it gives us the opportunity of testing experimentally the excellence of our work. Printing is a very desirable trade for the more intelligent pupils. In this branch of instruction, gradual and steady progress has been made. The work, among the printers, has been conducted with intelligence and enthusiasm. In 1876, the first number of a monthly newspaper, called the *Educator*, was issued at this Institution. It was edited by the Principal, and was one of the most excellent publications of its kind ever printed. Some of the High Class, who wished to learn printing, were much puzzled, at first, to know how to set types. They did not make very rapid progress in this trade, but after hard work for a few years, they succeeded in making wonderful improvement. In 1879, the *Educator* gave place to the *Deaf-Mutes' Journal*. The *Journal* is published every week, under the supervision of Mr. Edwin A. Hodgson ; and it is the best of all the deaf-mute papers. Under his instruction, the printers have

been inspired with an ardent zeal to acquire all the technicalities of their business. They aspire to become printers of the first rank.

"In the tailoring, shoemaking, cabinet-making and carpentry shops, the boys have done splendidly, and shown great earnestness to improve their opportunities. It is most advantageous for them to be skillful in the use of tools. They have acquired, also, industrious habits. Without this industrial training, we should be in danger of falling into habits of idleness and dependence on others, and thus fail to become happy and useful members of society hereafter.

"As for the girls, some of them have learned tailoring, and they display their skill in very neat sewing. All the rest have been drilled in plain needlework, and have learned, under competent instructors, to make and mend their own clothing, and do many other similar things. They also practice daily the lighter household duties proper to their sex. Thus they have acquired habits of order, neatness and dexterity, that will contribute to their happiness hereafter, by enabling them to make their homes, and those of all such as are dependent on them comfortable and delightful.

"Visitors to the Institution, have this morning been heartily welcomed to the various shops of the Industrial Department. We are glad that they have seen it with their own eyes, and hope that their visit will prove of great advantage to the deaf and dumb; because they may tell others that the pupils here do as well in their work as any hearing persons. It is especially to be hoped that the Directors will feel satisfied with our progress.

"A considerable number of both the boys and girls, are now engaged in the Art Department, which, though established later than the others, is likely to be not less useful than they. Their work there is not simply making pictures, but it is art-work applied to a great variety of useful and practical purposes. They model in clay, carve wood, design tapestries, furniture and picture frames, and decorate china. Some of the work is done for business firms in town, and is expected to become a source of revenue to the Institution.

"On the whole, we are even more fortunate than the students in most other schools. I mean schools for hearing pupils. We are not only well-educated here in scholarship, but are furnished with the means of making our living as soon as we go out into the world. For want of such preparation, the pupils of other schools often issue forth helpless, and discontented with their lot, and become dangerous citizens and a burden on the community. A movement is now in progress toward introducing industrial training into hearing schools, in connection with the regular education by books. I, for one, am strongly in favor of it, and I shall rejoice if our example here, or any

word I have spoken, may have the smallest effect in promoting so good a cause."

The following essays were delivered by the authors in signs, and read aloud by the Principal, *pari passu*.

"FLOWERS."

" 'Spake full well in language quaint and olden,
One who dwelleth by the castled Rhine,
When he called the flowers, blue and golden,
Stars, that in earth's firmament do shine.'

"How beautiful is a bed of flowers, blooming newly and smelling sweetly in the delicate warm air, and our eyes are attracted by the glowing figures on the grassy ground. How lonely and uncomfortable the lawn is, when the flowers are frozen in the wintry and snowy ground. Our minds, while we were uneducated, were like the roots of flowers, hidden in the ground. When the sun shines on the earth, the flowers begin to bloom, and so our minds are now enlightened by the Sun of Righteousness, and, by knowing the truth, and understanding God's ways, and we try, like the flowers, silently to give thanks.

"The lily is my favorite flower, and I think it is more pure than any other blossom, and reminds me of Jesus Christ our Saviour, who said in the Bible, 'Consider the lilies how they grow, they toil not, neither do they spin; and yet I say unto you, that Solomon, in all his glory, was not arrayed like one of these.' The flowers are more beautiful than the raiment of King Solomon, who had all the riches and wisdom and glories of the earth at his command, although the flowers are only small and humble.

"What pleasure the sweet fragrance of the flowers gives us, as we walk among them, and, how full they are of comfort and promise for the sick and helpless. They are truly visible blessings of God.

"May He that hath penciled the leaves with beauty, given the flowers their bloom, and lent music to the lay of the timid bird, graciously remember us in that day when He shall gather His jewels."

MYRA A. CROAK.

"THE INFLUENCE OF THE IMAGINATION ON ONE WHO IS BOTH
BLIND AND DEAF."

"To one who is cut off from all communication through the eye and the ear, imagination is the last resource left to him. Through it only, can he gain an adequate idea of whatsoever comes under his sense of touch. On it he relies for all those delicate mental pictures of persons and things that are described to him. Through its agency, all mental enjoyment is possible—devoid of it, his mind affords him no pleasure.

Such, at least, has been my experience. Take away the pleasures of the imagination from me, and my life would cease to be worth the living. Alone in my silence and darkness, I yet have my thoughts ever with me. Pictures of my old home, my parents, my school, my teachers, and my friends, appear before my mental eye, and, for the time being, make me forget they are not real. But, alas! the reflections that follow are not always so bright, for with the pictures come the knowledge of the loss of my sense, the reality of my helplessness, and the longing wish to once more behold the features, the places, the things, which, in my youth, when my sight was keen, seemed so commonplace. And yet, such is the influence of this power of imagining, that I would not, in my present condition, exchange it for any thing less than sight itself; for in it all my future hopes are centered. It permits me to form some idea of a future life, an existence where the loss of my bodily eyes will be no longer a hindrance to my happiness. Through it, I can appreciate the common occurrences of life as they are explained to me, adding in fancy what can not be taken in through the eye. In short, it is the only happiness left to me as an individual, and for its possession I am thankful, and regard myself as fortunate, even though I am blind and deaf. Hearing, I do not miss. I never possessed it, and have no idea what it can be. Sight, I have had, and through years of patient longing have learned its value. But even, when such sad longings force themselves on me, imagination comes to the rescue and shows me where even my miseries, such as they are, might have been worse."

JAMES H. CATON.

The literary exercises were closed with the following Oration and Valedictory, on "The Progress of Invention," by Ulysess Grant Dunn, which was read, *pari passu*, by the Principal.

THE PROGRESS OF INVENTION.

"Little did the people of ancient times dream of the change that would come over the industries of the world. In the beginning of the twelfth century, England was in a state more miserable than was ever before known in its record. The people were subjected to tyranny at the hands of a few armed foreigners, who had invaded their country. Even those most elevated in mind were governed by, or made victims of, the most cruel superstition. Many were sunk in brutal ignorance, and a few, the more studious, were engaged in acquiring what did not deserve the name of knowledge. Yet what a wonderful change has come in the course of these seven centuries, especially after the freedom of America. The wretched and degraded race of the twelfth century, have become the greatest and most highly civilized people of

the world. The removal of oppression was the result of many wonderful inventions, which, though unpromising at the beginning, generally developed most extraordinary effects. It seems as if the Divine Power had created the universe to suit all purposes that may promote the convenience of our lives. It is science that makes the inventor, and the inventor the invention. In the days of old, clumsy coaches were the fastest transit that could be had. The people seemed to be satisfied with it, and nothing better was expected until James Watt turned up with his steam engine. Thus was opened the most extensive use for mechanical appliances. It was in reference to the astonishing impulse thus given that Dr. Darwin, more than eighty years ago, wrote these verses. They are equally remarkable for their poetical enthusiasm and prophetic truth. They predicted the future triumph of the steam engine.

“ Soon shall thy arm, unconquered steam, afar,
 Drag the slow barge, or drive the rapid car,
 Or on the wide waving winds expanded bear
 The flying chariot through the fields of air ;
 Fair crews triumphant, leaning from above,
 Shall wave their fluttering kerchiefs as they move,
 Or warrior bands alarm the gasping crowd
 And armies shrink beneath the shadowy cloud.”

“ What would he have said if he had but lived to witness the immortal invention of Fulton, which seems almost to move in the air, and fly on the wings of the wind ? Yet how slowly did this enterprise obtain the public favor. Fulton related the history of his labors and discouragements as follows :

“ ‘ When I was building my first steamboat at New York, the project was received by the public critics with indifference, or with contempt, as a visionary scheme. My friends, indeed, were civil, but they were shy. They listened with a settled cast of incredulity on their countenances. I felt the full force of the lamentations of the poet :

“ ‘ Truth would you teach, or save a sinking land ?
 All fear, none aid you, and few understand.’

“ Soon after the discovery of the power of steam, many valuable inventions sprang up, among which was the greatest blessing that can be had by mankind. It was the powerful printing press, from which the daily papers and books are struck off. Great labor-saving contrivances, such as the wonderful sewing-machine of Elias Howe, soon followed. To mention all that have proved of great convenience, would take too long. I can only say that if our ancestors could look down upon us at present, they would think the change magical.

“ It was very gradually that it was perceived that electricity might be pressed into the service of man. A Greek philosopher noticed that

amber, when rubbed, had a strange power of attracting light bodies. He wondered much at it, and made mention of it in his writings, but died without having found the reason of it. At a later day, however, an Englishman, named Dr. Gilbert, set to work, and through his experiments, found that not only amber, but many other things had the same power of attraction. Slowly and patiently he toiled at the problem, and at last met with his reward. When men want to find out scientific truth, they do not do it by a lucky guess, nor a series of them. Sometimes it takes a whole lifetime of experiments and observations to arrive at and establish one little fact in science. So with Gilbert. He, with many other learned men, spent his time, money and brains, in finding out the truth. Thus a great deal of light was thrown upon this wonderful influence called electricity. Dr. Franklin was the first to discover that lightning and electricity were one and the same. His experiments with electricity led to the invention of lightning rods. Its greatest triumph, as applied to commercial enterprise, was the invention of the telegraph by Prof. Morse, followed by the laying of the cable across the Atlantic by Mr. Cyrus W. Field. We cannot but admire the patient labor and the vast amount of investigation that were gone through to achieve these results.

“The time and labor required to accomplish certain things, have been marvelously reduced. The steamer, which, formerly to cross the ocean, took several weeks, or, perchance, months, has reduced its record to six days. It is wonderful almost beyond expression.

“The labors of Edison, in the mysteries of electricity, in more recent days, have also accomplished astonishing results. The invention of the electric light, the illuminating power of which is so marvelous, has covered his name with glory. His latest invention is to telegraph from a moving train, and this has been a success. The statistics of the several centuries show that the progress of invention increases as the years go on. There has not been a year but has brought with it many patented inventions of great value. Thus we see the benefits of science. Science is constantly inventing machinery, and contriving articles of convenience and luxury, and in a thousand ways it cheers and adorns the pathway of our daily life.

“*Honorable Gentlemen of the Board of Directors:*—To your foresight and providence we owe more than words can tell. You provided us with a home and a school. You engaged men and women, full of enthusiasm for their work, to provide for all our wants, both physical and intellectual. We have been the objects of your constant care and solicitude ever since we came here. Now we are to leave this Institution, where we have spent our childhood, to enter into a world very new to us, which, we are told, is full of strife. We have been depend-

ent upon you until now, and henceforth we shall have to depend upon ourselves. But, thanks to the instruction we have received while here, we can meet the trials and hardships that are before us boldly, and try to be useful men and women. Wherever we go and whatever our lot may be, we shall still remember you, and our prayers will ever be that you may enjoy health and strength to continue the good and noble work you are now engaged in. Farewell.

*“Principal, Professors and Teachers:—*Now that the time has come for us to leave school, and begin our struggle in the world for fame and fortune, we must not forget to return our thanks to you for the persevering labor and untiring love you have shown while teaching us, by precept and example, to prepare for that world which we are now about to enter. You have stored our minds with a knowledge of men and things, and our hearts with the love and fear of God: We came to you as children—children of misfortune—unable to make ourselves understood or to understand others. You taught us both, and not only awakened our understanding, but stimulated our desires for a higher destiny, and now we leave you, men and women, equal in intellect and expectations to our brothers and sisters, happy and contented, and full of hope for the future, fearing not whatever that future may have in store for us. You have prepared us for the trials we may have to undergo, and taught us that in opportunities and responsibilities we do not differ from others. From you we have learned that love and gentleness, perseverance and true-heartedness, are sure to be rewarded with success when enlisted in a good and noble cause; that to be useful, unselfish, ever ready to do good to others, and ‘to love God with all our hearts, and our neighbours as ourselves,’ is the true and only way to be happy. These, your teachings, we shall not forget. Farewell.

*“To the Superintendent and other Officers of the Administrative and Industrial Departments:—*To you also we owe much. You have looked after our health and our everyday wants. We have had no care for the morrow, for that care was yours. By you, we have been trained up to love labor, and if, in our future lives, we are not called upon to practice the handicrafts you have taught us, we remember that the lessons we have learned from you will still go far toward fitting us for the duties belonging to the stations in life we may hereafter occupy. Under your care, we have grown up from little children to robust young men and women, full of the health, vigor and cheerfulness that should belong to youth. With sound bodies to give force and emphasis to the workings of sound minds, and, thanks to you, with hands trained to be the ready servants of our will, we need fear no misfortune. And so we leave you, trusting that with health and strength, and a

determination to profit by the instruction you have given us, we will overcome the obstacles that may beset our paths. Farewell.

*“Graduating Classmates and Schoolmates:—*You are on the eve of entering into a new life. You are looking for the last time at the familiar scenes of your school life, and will soon leave your *Alma Mater* far behind you. Let it be remembered that to this school you owe your knowledge. The clouds, which once obscured your mental perception, have been dispelled, and you see now before you a new world. You have been long dependent on your teachers and the officers of this Institution, but now you can be no longer dependent on them. Your lives may be strewn full of thorns, but remember that there are also roses to be found among them. May yours be strewn with roses alone. Do not in any way act so rashly as to disgrace yourselves in the eyes of your *Alma Mater*. Be loyal, and strive hard to do honor to her teachings. Let the motto, ‘Press on,’ which is adopted by the class of ’86, be your guide in life. The words are brief but full of inspiration, and they open the way to all victories. They solve the problem of all heroes; they are the rule by which all wonderful successes and triumphal marches to fortune have been won. When difficulties and repeated failures come to you in life, do not despair, but let the little words, ‘Press on,’ be ever your motto and comfort. Farewell.

*“Schoolmates, who will return to school again:—*The time to sunder the dear ties that have bound us together has come. Sad is the process of bidding you farewell. To-morrow will find us far from here and scattered many miles apart, but let not separation be the end of our brotherly love. May the voyage of each one of you through life be full of pleasure, and when at last our work on earth is completed, and we go hence at our Creator’s call, may we all be united in Heaven never to part again. Farewell.”

After the delivery of this oration, the President formally conferred the certificates, diplomas and prizes, awarded by the following Preamble and Resolutions, recommended by the Committee, and adopted by the Board of Directors, at a special meeting held just before the commencement of the exercises.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz:—

Albert Brauer,

Frederick C. Wicke,

Patrick J. Gately,
 William H. Hackett,
 Henry Hamm,
 Robert C. Harth,
 Robert J. Henry,
 Gibson McConnell,
 Alexander Michaelis,
 John Moore,
 John O'Brien,
 John Ogle,
 Charles Pechette,
 John J. Roberts,
 Jonas S. Scudder,
 Albert Siegler,
 Lawrence D. Strobe,

Nellie Austin,
 Aleeta F. Barrett,
 Margaret Bogatiska,
 Margaret A. Boyd,
 Minnie Brown,
 Grace Crolins,
 Ellen Derrick,
 Rachel Gantz,
 Cornelia Kaiser,
 Antoinette V. Lovell,
 Sarah Marks,
 Jane Richter,
 Millie L. Sanford,
 Catherine Schaefer,
 Lizzie Wiedmann,

who have completed, or within the coming academical year, will complete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

Resolved, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

Resolved, That,

Frank D. Bouck,
 Paul Engle,
 William H. Flanagan, Jr.,
 John W. Jaynes,
 William McVea,
 Frank E. Russell,

Charles T. Thompson,
 Eugene A. West,
 Almeda M. Austin,
 Catherine Baldwin,
 Annie C. Kugeler,
 Mary A. Martin,

Isabella S. VanVarick,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby, recommended to the Superintendent of Public Instruction, to be selected for admission to the High Class.

Resolved, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

Resolved, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship and character be given to the following named pupils, who have successfully completed a course of five years' instruction, viz:—

Albert Brauer,

Frederick C. Wicke,

Patrick J. Gately,
William H. Hackett,
Henry Hamm,
Robert C. Harth,
Robert J. Henry,
Gibson McConnell,
Alexander Michaelis,
John Moore,
John O'Brien,
John Ogle,
Charles Pechette,
John J. Roberts,
Jonas S. Scudder,
Albert Siegler,
Lawrence D. Strope,

Nellie Austin,
Aleeta F. Barrett,
Margaret Bogatiska,
Margaret A. Boyd,
Minnie Brown,
Grace Crolius,
Ellen Derriek,
Rachel Gantz,
Cornelia Kaiser,
Antoinette V. Lovell,
Sarah Marks,
Jane Richter,
Millie L. Sanford,
Catherine Schaefer,
Lizzie Weidmann.

Resolved, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Frank D. Bouck,
Peter Butterly, Jr.,
William Cotter, Jr.,
William Donohue, Jr.,
Paul Engle,
William H. Flanagan, Jr.,
Peter Fogle,
John Fritz,
William I. Harris,
John W. Joynes,
William McVea,

John Mooney,
Charles D. Oakes,
Thomas F. Penrose,
James Plunkett,
Frank E. Russell,
Charles T. Thompson,
Eguene A. West,
Almeda M. Austin,
Catherine Baldwin,
Annie C. Kugeler,
Mary A. Martin,

Isabella S. Van Varick.

Resolved, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class.

Ulysses Grant Dunn,

James Bird Loyd,

Maria Croak.

Resolved, That the prize for excellence in sewing, offered by Mr. Max F. Eller, be awarded to Nellie Austin.

Resolved, That the prize, offered by Mr. Max F. Eller, for the pupil showing the greatest proficiency in the art of printing, be awarded to William F. Durian.

Resolved, That the second prize for printing be awarded to Richard R. Tweed.

Resolved, That the third prize for printing be awarded to Peter Mitchell, Jr.

Resolved, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

For general excellence in drawing from life and objects, painting, composition, and designing :—Boys' working studio—1st prize, Charles T. Thompson ; 2d prize, Frank Avens ; and, Girls' working studio—1st prize, Frankie C. Hawkins ; 2d prize, Katie Hunt.

CHINA PAINTING

Figure and ornament—Frankie C. Hawkins.

Genre subjects—Charles T. Thompson.

Landscape—Georgie Decker.

Flowers—Caroline Peterson.

Gilding—Georgie Decker.

Rimming and grounding—Katie Hunt.

Outlining—1st prize, Ella F. Taylor ; 2d prize, Nicholas Smith.

Burnishing—1st prize, Frankie C. Hawkins ; 2d prize, Katie Hunt ; 3d prize, Almeda M. Austin.

For Modelling in Clay—Samuel M. Cocks.

For Wood Carving—George W. Wormeth.

For Perseverance—Maria Croak.

Resolved, That the monitorial prize, for order and management, offered by Madame Le Prince, be awarded to Frankie C. Hawkins and Georgie Decker.

Resolved, That the prizes, offered by the Principal, for "time and memory sketching," be awarded, 1st prize, to Charles T. Thompson ; 2d prize, Frank Avens ; 1st prize, Rachel Gantz ; 2d, May Martin.

Resolved. That the prizes, offered by Wm. A. Bond, a graduate of 1872, to the best pupil in Class IV. of the Male Department, and in Class IV. of the Female Department, be awarded to John Ogle and Catherine Knack.

Resolved, That the prize, offered by Mr. Julius A. Pfarre, for the greatest development in the comprehension of sound addressed to the ear, be awarded to May Martin.

Resolved, That the Frizzell Prize, for unremitting effort and successful attainment, whether in language, signs, poetry, or other studies embraced in the first course of five years, be awarded to Margaret A. Boyd.

Resolved, That the Cary Testimonial be awarded to Charles T. Thompson, for superiority in character and scholarship.

Resolved, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to James Bird Loyd.

Resolved, That the Holbrook Gold Medal for highest excellence in all the studies pursued in the High Class, be awarded to Ulysess Grant Dunn.

All of which is respectfully submitted.

AVERY T. BROWN,
JAMES O. SHELDON,
WALTER H. LEWIS,

Committee on the Annual Examination.

TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1886.

EXPENDITURES.

Groceries and Provisions.

Apples, 17 barrels.....	42 25
Baking powder, soda and cream tartar.....	66 26
Beans, 32½ bushels.....	64 00
Berries, 391 quarts.....	52 22
Buckwheat flour, 200 lbs.....	5 35
Butcher's meat, 105,321 lbs.....	8,480 13
Butter, 13,844 lbs.....	3,131 50
Canned goods.....	115 36
Cartage and freight.....	594 31
Cheese, 577 lbs.....	68 07
Chickens, 44 lbs....	8 02
Cider and vinegar, 413 gallons.....	55 56
Citron, 23 lbs.....	7 59
Chocolate and cocoanut.....	20 58
Codfish, (boneless), 620 lbs.....	39 90
Coffee (roasted), 2,905 lbs.....	408 75
Cornstarch and tapioca... ..	9 65
Crackers, 1,056 lbs.....	85 31
Cranberries, 6 crates.....	15 10
Dried fruits, 1,129 lbs.....	93 16
Eggs, 947½ dozen.....	194 60
Flavoring extracts.....	12 14
Flour, 548 barrels.....	2,817 55
Fresh fish, 3,408 lbs.....	265 22
Gelatine and ginger... ..	18 25
Hominy, 13 barrels.....	53 55
Hops, malt and yeast.....	28 00
Horse radish, 5 doz. pts.....	5 00
Ice, 134,185 lbs.....	315 77

 Carried forward..... \$17,073 15

Brought forward.....	\$17,073 15
Indian meal (Granulated), 450 lbs.....	12 30
Lard, 1,696 lbs.....	137 55
Lemons, 7 boxes.....	28 65
Macaroni, 50 lbs.....	4 75
Mackerel, 7½ bbls.....	93 57
Maple sugar and syrup.....	6 74
Melons.....	3 70
Milk, 71,223 qts.....	3,367 25
Molasses and syrup, 1,033½ gals.....	218 29
Mustard, 170 lbs.....	45 90
Oat-meal, 9 bbls.....	56 20
Oysters, 68½ qts.....	96 76
Peaches, 34 baskets.....	42 50
Pepper, 50 lbs.....	11 00
Pickles.....	37 25
Plums, 64 qts.....	3 84
Pork (salt), 2 bbls.....	31 50
Potatoes, 363 bbls.....	704 10
Potatoes (sweet), 6 bbls.....	14 50
Raisins, 4½ boxes.....	8 93
Rice, 3,718 lbs.....	238 95
Rolled wheat, 1 bbl.....	7 10
Salad oil, sauces, etc.....	16 31
Salt, 18 sacks.....	37 14
Sardines (halves), 312 boxes.....	107 20
Smoked meats, 7,518 lbs.....	654 10
Smoked fish, 9 lbs.....	1 35
Spices.....	7 95
Sugar, 13,965 lbs.....	947 62
Tea, 1,039 lbs.....	312 30
Turkeys, 702½ lbs.....	122 79
Vegetables.....	6 10

24,457 34

Clothing.

Braid, binding and trimmings.....	37 04
Buttons.....	34 02
Cambric, 196½ yds.....	8 12
Cartage.....	36 35
Cash advanced pupils.....	326 70

Carried forward.....

\$442 23 \$24,457 34

Brought forward.....	\$442 23	\$24,457 34
Check, 207 $\frac{3}{4}$ yds.....	21 44	
Cheviot, 58 yds.....	5 51	
Cloaks, 20.....	80 25	
• Collars (linen), 20 doz.....	22 85	
Collars (paper), 11,000.....	115 50	
Combs, 23 doz.....	20 62	
Cord, elastic and webbing.....	4 89	
Corsets, 3 doz.....	20 09	
Corset laces.....	1 50	
Denims, 174 $\frac{3}{4}$ yds.....	20 76	
Diaper, 18 pieces.....	8 37	
Drawers, 16 $\frac{1}{2}$ doz.....	114 75	
Dress goods, 1,092 $\frac{1}{4}$ yds.....	197 41	
Dress linings 448 yds.....	39 12	
Eye shades, 2 doz.....	2 60	
Flannel, 159 $\frac{1}{2}$ yds.....	28 06	
Gas stove and sad iron heater.....	1 65	
Gingham, 1,130 $\frac{1}{4}$ yds.....	91 15	
Handkerchiefs, 40 doz.....	22 12	
Hats, 31 $\frac{1}{2}$ doz.....	173 48	
Hose and half hose, 75 doz.....	189 27	
Jean, 156 yds.....	12 04	
Knitting-cotton and yarn.....	8 73	
Linen thread, 8 lbs.....	6 40	
Mittens, 11 doz.....	22 25	
Neckties, 29 doz.....	31 50	
Overalls and jumpers, 1 doz.....	11 75	
Pins and needles.....	29 55	
Plaids, 155 $\frac{3}{4}$ yds.....	48 51	
Prints, 504 $\frac{1}{4}$ yds.....	26 59	
Razors, etc., for barber shop.....	7 75	
Ribbon, 20 pieces.....	22 16	
Scarfs, 1 doz.....	2 00	
Scissors and grinding.....	17 51	
Sewing machine repairs.....	7 55	
Sewing silk and twist, etc.....	5 10	
Shawls, 3.....	12 50	
Shirting, 2,092 $\frac{3}{4}$ yds.....	184 05	
Shoe blacking and brushes.....	28 90	
Skirts, 6 doz.....	32 00	

Carried forward.....

\$2,140 46 \$24,457 34

Brought forward.....	\$2,140 46	\$24,457 34
Spool cotton, 122 doz.....	68 05	
Suits boys clothing, 127.....	989 16	
Suspenders, 12 doz.....	28 00	
Thimbles, 2½ gross.....	3 10	
Tooth brushes, 10 doz.....	13 50	
Trunks, bags and repairs.....	21 55	
Undershirts and undervests, 30½ doz.....	222 00	
Vests, 5½ doz.....	38 60	
Waists, 1½ doz.....	2 52	
Wages of Seamstresses.....	940 97	

Leather and findings, shoe shop

account	\$1,979 72	
Machines, repairs, etc.....	53 83	
Cartage and freight.....	15 00	
Rye flour for paste.....	1 12	
Wages of Shoemaker.....	900 00	
	<hr/>	2,949 67

Cassimere, 1207 yards, tailor

shop account.....	1,075 59	
Linings and trimmings.....	989 72	
Sewing machine repairs.....	37 52	
Cartage.....	12 00	
Wages of tailor and tailoress..	721 00	
	<hr/>	2,835 85

10,253 41

Furniture.

Ash cans, 2.....	3 15
Baskets and repairs.....	75 33
Bath brick and silicon.....	6 15
Britannia pitchers, 2 doz.....	40 50
Brooms, 27½ doz	99 95
Brushes, 27¾ doz.....	80 95
Camphor, 15 lbs.....	3 75
Cane for chair seats, 35 bunches.....	19 25
Carpeting, 162 yds.....	139 80
Cartage.....	48 00
Chairs, 6½ doz.....	51 00
Chamois skins, 4.....	2 00
Clocks and repairing.....	15 35

Carried forward.....

\$585 18 \$34,710 75

Brought forward.....	\$585 18	\$34,710 75
Clothes pins.....	3 00	
Coal hods, 2.....	90	
Corrosive sublimate	1 45	
Cotton batting, 50 $\frac{1}{2}$ lbs.....	7 25	
Crash, 1,466 $\frac{1}{2}$ yds.....	172 52	
Crockery and glass ware.....	171 59	
Enameled cloth.....	67	
Feather dusters, $\frac{1}{2}$ doz.....	5 40	
Gas fixtures.....	18 65	
Knives and forks.....	29 77	
Lamps and chimneys.....	2 16	
Looking glasses, 3 doz.....	27 37	
Matting, 28 $\frac{1}{2}$ yds.....	19 74	
Mattresses re-made, 486.....	292 80	
Mattress twine, 12 lbs.....	6 60	
Mops and handles, 10 $\frac{1}{2}$ doz.....	26 50	
Moss and hair for mattresses, 145 lbs.....	22 70	
Napkins, 2 doz	3 10	
Pails, 5 $\frac{1}{2}$ doz.....	15 50	
Prints, 192 $\frac{1}{2}$ yds.....	8 65	
Quilts and counterpanes, 50.....	57 50	
Repairing furniture.....	65 30	
Repairing tin and copper ware.....	134 19	
Rubber sheeting, 20 yds.....	9 00	
Russia iron meat pans, 10.....	26 00	
Sheeting, 1,429 yds.....	194 51	
Small kitchen wares.....	6 59	
Spool cotton, 62 doz.....	35 20	
Stools, 2 doz.....	6 50	
Stove repairs, pipe, etc.....	62 09	
Straw for bedding, 16,648 lbs.....	152 80	
Table linen, 74 $\frac{1}{2}$ yds.....	41 19	
Ticking, 506 yds.....	78 42	
Tin ware.....	186 94	
Toweling, 272 yds.....	46 06	
Towels, 1 doz.....	2 25	
Whisk brooms, 3 doz.....	6 25	
Window shades and repairing.....	93 88	
Wooden ware.....	4 50	
Wages of seamstresses.....	382 25	

 3,012 92

 Carried forward..... \$37,723 67

Brought forward..... \$37,723 67

Building and Repairs.

Lumber.....	1,080 33
Paints, oil and painting.....	873 21
Labor and jobbing.....	718 84
Mason work, and materials.....	506 42
Pipe and fittings.....	498 91
Hardware and tools.....	366 76
Coal, railway and truck.....	352 75
Kalsomining.....	313 95
Repairing furnaces and steam boilers.....	295 35
Repairing roofs, gutters and leaders.....	292 74
Plumbing.....	213 38
Repairing sinks.....	175 68
Window glass and glazing.....	156 67
Repairing ranges.....	138 25
Whitewashing.....	98 44
Cartage and freight.....	87 60
Laundry tubs, 3.....	80 00
Iron mangers and hay racks.....	56 00
Wood mouldings.....	46 33
Cleaning vaults.....	45 00
Window guards.....	38 25
Repairing ice box.....	35 21
Shaft cups and lubricating oil.....	32 00
Repairing elevators.....	22 02
Iron and blacksmithing.....	21 18
Drain pipe.....	18 92
Felting.....	17 88
Lining steam box.....	15 27
Repairing roads.....	13 00
Belting.....	11 54
Turning and scroll sawing.....	10 35
Weather strips.....	9 45
Repairing hot water boilers.....	8 00
Mantle shelf (marble).....	3 50
Repairing wringer.....	2 56
Repairing Yale locks.....	2 17
Repairing mangle.....	2 00
Gas fitting.....	1 95
Wages of Carpenters (2).....	1,700 04

8,361 90

Carried forward.. Digitized by Google \$46,085 57

Brought forward..... \$46,085 57

Fuel and Lights.

Anthracite coal, 1,014 18-20 tons.....	4,076 67	
Gas, 867,800 ft.....	1,410 61	
Hoisting, shoveling and carting coal.....	725 27	
Charcoal, 150 bbls.....	97 50	
Sperm oil, 15 gals.....	18 50	
Matches, 10 gro.....	15 00	
Inspection of steam boilers.....	8 00	
Coal scoops, 1 doz.....	6 68	
Machine oil, 15 gals.....	5 25	
Kerosine oil, 18½ gals.....	2 96	
Candles, 20 lbs.....	2 40	
Wax tapers.....	1 40	
Wages of Engineer and Firemen.....	2,028 00	
		8,398 24

Stable.

Oats, 184 bags.....	218 35	
Business wagon and repairs.....	171 01	
Horse shoeing.....	137 00	
Ground feed, 112 bags.....	135 95	
Hay, 12,045 lbs.....	122 19	
Horse.....	117 00	
Repairing harnesses.....	42 81	
Blankets, tools, etc.....	34 47	
Cartage and freight.....	18 27	
Oil meal.....	3 26	
Wages of Stablemen.....	300 00	
		1,300 31

Farm and Garden.

Seeds.....	101 87	
Manure, 89 loads.....	89 00	
Machines, tools and repairs.....	56 54	
Herding cattle.....	30 00	
Cartage and freight.....	7 61	
Land plaster.....	6 00	
Hay salt.....	1 75	
Traveling expenses.....	1 47	
Wages of Farmer and Gardeners.....	1,218 00	
		1,512 24
Carried forward.....		\$57,296 36

Brought forward..... \$57,296 36.

Washing.

Hard soap, 11,307 lbs.....	662 32
Starch, 1,720 lbs.....	86 30
Sapolio, 12 cases.....	57 00
Sal soda, 3,200 lbs.....	46 94
Castile soap, 441½ lbs.....	41 64
Cartage.....	24 00
Blueing, 8 cases.....	16 85
Javelle water, 20 gals.....	15 00
Borax, 100 lbs....	11 20
Beeswax, 12 lbs.....	5 04
Wages of Laundresses.....	1,790 38

2,756 67

Printing.

Paper and cards.....	358 83
Type and furniture, etc.....	76 77
Folding and binding.....	65 43
Cartage.....	48 38
Re-covering rollers.....	23 50
Ink.....	17 25
Traveling expenses.....	12 57
Benzine.....	10 80
Electrotype plates.....	10 75
Repairing press.....	3 50
Postage.....	3 00
Sperm oil, 2 gals....	2 50
Wages of Printers.....	1,610 96

2,244 24

Schools.

Stationary.....	450 21
School books.....	436 95
Postage stamps.....	106 00
Gold Medal and other prizes.....	84 09
Conversation tubes and repairs.....	59 00
Stereopticon expenses.....	56 12
Cartage.....	36 25
Repairing type-writer.....	11 05
Philosophical Instruments.....	10 00
Ribbons for Diplomas.....	4 20

Carried forward..... \$1,253 87 \$62,297 27

Brought forward.....	\$1,253 87	\$62,297 27
Articles for object teaching.....	1 50	
Salaries of Principal and Teachers.....	18,559 26	
Art materials, account Art Dep't. 199 33		
Expenses of pupils to Panorama.. 6 95		
Salaries of Art Instructors.....	1,665 03	
	<hr/>	
	1,871 31	
	<hr/>	
		21,685 94

Hospital.

Medicines.....	241 29	
Surgical Instruments.....	13 45	
Traveling expenses Ophthalmologist.....	12 50	
Professional services.....	541 70	
Wages of nurses.....	365 50	
	<hr/>	
		1,174 44
Salaries of Superintendent, steward and assistants.....		3,965 00
Salaries of Matrons.....		1,149 03
Wages of Housekeeper, Baker, and cooks.....		2,002 88
Wages of Supervisors.....		1,717 52
Wages of waiters, chambermaids and laborers.....		6,216 85
Croton water rents.....		2,092 45
Expenses of exhibit at American Institute Fair.....		303 53
Expenses of Delegation to California Convention.....		215 00
Traveling expenses.....		198 23
American Annals of the Deaf and Dumb (subscription)..		194 00
Office Books and Stationery.....		158 31
Postage stamps.....		139 62
Funeral expenses		95 00
Traveling expenses of pupils over amount received.....		81 84
Manilla Tissue, 8 cases.....		76 00
Expenses of exhibit at Broadway Tabernacle.....		64 85
Wrapping paper, twine, etc.....		57 24
Postage on Reports.....		55 50
Alcohol, 24 gals.....		54 21
Expenses of pupils to American Institute Fair.....		44 16
Advertising Annual Meeting, etc.....		37 61
Cartage and freight.....		35 10
Maintenance of fire alarm.....		27 00
Christmas and other entertainment.....		14 05
Engrossing Minutes of Board of Directors.....		10 00

Brought forward..... 104,163 63

Carried brought forward	104,162 63
Newspaper subscriptions.....	8 65
Notarial fees	3 37
Drum heads.....	2 83
Dial for watchman's clock.....	2 75
Insect powder.....	1 75
Telegrams.....	1 68
Transfer to Real Estate Fund on account of advances made to meet previous deficits.....	5,252 88
	<hr/>
	\$109,436 54

RECEIPTS.

From Comptroller of the State for State pupils' board and tuition.....	\$76,954 07
From paying pupils for board and tuition.....	1,680 00

From—	Board and tuition.	Clothing.	Total.
Albany County....	\$373 33	447 58	820 91
Broome “	300 00	30 00	330 00
Chautauqua“	364 66	120 00	484 66
Chenango “		30 00	30 00
Columbia “	300 00	120 00	420 00
Delaware “	600 00	49 67	649 67
Dutchess “	215 83	305 67	521 50
Essex “		60 00	60 00
Jefferson “		30 00	30 00
Kings “	4,219 71	1,267 38	5,487 09
Lewis “		30 00	30 00
Livingston “		30 00	30 00
Monroe “		30 00	30 00
New York “	7,977 05	4,334 44	12,311 49
Oneida “		30 00	30 00
Onondaga “	100 00	40 00	140 00
Orange “	955 00	395 34	1,350 34
Oswego “		30 00	30 00
Otsego “	416 83		416 83
Putnam “		30 00	30 00
Queens “	300 00	177 50	477 50
Rensselaer “	276 67	120 00	396 67
Richmond “		30 00	30 00
Rockland “	300 00	86 17	386 17
Saratoga “	68 33	23 17	91 50
Scholarie “	877 50	208 50	1,086 00
Steuben “	56 67	37 83	94 50
Suffolk “		60 00	60 00
Sullivan “		150 00	150 00
Ulster “	472 50	313 42	785 92
Warren “	300 00	30 00	330 00
Washington“	600 00	29 25	629 25
Westchester“	755 83	329 08	1,084 91
Wyoming “		60 00	60 00
	<hr/> \$19,829 91	<hr/> \$9,065 00	<hr/> \$28,894 91

Carried forward..... \$107,528 98

Brought forward.....	\$107,528 98
From printing.	1,418 36
From discount on audited bills.....	166 75
From sales grease and refuse.....	75 17
From sales clothing	68 05
From sales, from art department.....	67 36
From sales empty barrels.....	43 65
From sales, rags and paper.....	32 49
From sales, shoe shop account	21 10
From labor.....	8 00
From sales old iron.....	6 63
	<hr/>
	\$109,436 54
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MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 843, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

REAL ESTATE FUND.		DR.	CR.	
1885.				
October 1.	To balance from old account.....	22,287 67	By Cash, paid five Executive Committee drafts...	4,033 91
"	" Donation of George A. Dockstader.	25 00	" " " taxes and arrears on Tarrytown property.....	878 95
"	" 3d payment on account Legacy of Samuel Willetts.....	1,000 00	" Cash paid Bureau of Information for 1885...	25 00
"	" Legacy of James Kelly.....	5,000 00	" " " P. C. Kingsland for legal services..	75 00
"	" Interest on balances in Trust Co's....	282 81	" " " balance to new account ..	28,835 50
"	" General Account on account advances made to meet previous deficits..	5,252 88		
		38,848 86		33,848 86
1886.				
October 1.	To balance from old account.....	28,835 50		
MEM.—General Account owes for amounts advanced to meet deficits.....		23,093 33		
DR.		BUILDING FUND.	CR.	
1885.				
October 1.	To balance from old account.....	\$38,775 78	By balance to new account.	\$38,745 78
"	" Interest on Bonds and Mortgages..	1,970 00		
		38,745 78		38,745 78
1886.				
October 1.	To balance from old account.....	38,745 78		

LIBRARY FUND.		CR.
DR.		
1885.		
October 1.	To balance from old account.....	\$ 143 03
	" interest.....	4,238 45
	By Cash paid Library Committee drafts.....	
	" balance to new account.....	
		4,872 08
1886.		
October 1.	To balance from old account.....	4,238 45

FRIZZELL FUND.		CR.
DR.		
1885.		
October 1.	To balance from old account.....	2,632 26
	" donation of Howard Mansfield. ..	30 00
	" interest.....	98 82
		2,761 08
1886.		
October 1.	To balance from old account.....	2,761 08

HARRIET STONER FUND.		CR.
DR.		
1885.		
October 1.	To balance from old account.....	157 77
	" interest.....	5 94
		163 71
1886.		
October 1.	To balance from old account.....	163 71

CARY FUND.		CR.	
1885.			
October 1.	To balance from old account.....	\$108 43	
	" interest.....	4 08	
		By balance to new account.....	
		\$112 51	
1886.			
October 1.	To balance from old account.....	112 51	
		112 51	
DR.		CR.	
RECAPITULATION.			
Building Fund.....	38,745 78	Cash in N. Y. Life Insurance and Trust Co.....	18,591 47
Real Estate Fund.....	28,835 50	" United States Trust Co.....	1,694 82
Library Fund.....	4,228 45	" Merchants' National Bank.....	8,354 99
Frizzell Fund.....	2,761 08	" Inst. for Savings of Merchants Clerks.....	5,308 23
Harriet Stoner Fund.....	168 71	" Seamen's Bank for Savings.....	1,957 52
Cary Fund.....	112 51	Bonds and Mortgages.....	39,000 00
	\$74,817 08		\$74,817 08

STATE OF NEW YORK, }
CITY AND COUNTY OF NEW YORK, }

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 26th }
day of October, 1886.

ANDREW WARNER,

Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS.

Report of the Superintendent.

To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.

GENTLEMEN : The material interests of the Institution, so far as they have come under my supervision, during the year just closed, I believe to be in a prosperous condition.

The disbursements, as set forth in the itemized account of the Treasurer, were supervised by the Executive Committee, and indicate successful effort in the direction of economical expenditure.

The receipts for the year were slightly augmented by the settlement of old balances due on previous years from Counties of the State.

The surplus secured will aid in liquidating the debt for borrowed money, incurred to make good deficits of former years.

The following tabulated statement shows the

MOVEMENT OF THE POPULATION.

	Males.	Females.	Total.
Number present September 30, 1885	235	136	371
Former pupils re-admitted	9	5	14
New pupils admitted	20	8	28
Whole number	264	149	413
Number who have left during the year....	24	9	33
Number connected with the Institution September 30, 1886.	240	140	380

The 413 pupils present at the Institution within the year were supported as follows :

By the State and Counties of New York,	406
By the parents or guardians,	6
By the Institution,	1

A complete catalogue of the pupils has been prepared, and is herewith presented.

REPAIRS AND IMPROVEMENTS.

In view of a possible shrinkage in our receipts, expenditures in this direction have been restricted, so far as possible, consistent with a due regard to the sanitary condition of the buildings, the comforts and well-being of the household.

The unfinished condition of the "Ridge Road," now being opened through the premises by the city authorities, still continues to be a source of great annoyance, besides involving the Institution in much expense to provide ways and means of communication with the avenues open to travel. If some plan can be devised to hasten the completion of this work, it will be a great boon to the Institution, and will afford a starting point at which to begin the work of rescuing the grounds from the chaotic condition into which these city improvements have plunged them.

If the plot (now open to commons) east of the Eleventh Avenue, between 162d and 165th streets, could be inclosed by a suitable fence, it would remove an objectionable feature from our avenue front, and at the same time the grounds thus inclosed could be utilized by the Institution.

The buildings, during the summer vacation, were thoroughly renovated; the usual amount of kalsomining and painting being done. The brick work connected with the steam boilers was re-laid, and the boilers examined and tested as to their strength and safety. In addition to the general repairs to the heating apparatus, several important changes were made, whereby much better results will be obtained, with less consumption of fuel than heretofore.

When the building for industrial purposes was removed to its present site, it was raised about six feet, to meet the grade of the new street, thus securing a capacious cellar, 100x30 ft., with a depth of 14 feet. This will afford ample storage for our winter's supply of coal. Hitherto, we have been able to house but a small portion of our supply, and have suffered great loss in consequence. A narrow-gauge railway has been constructed, on which a loaded car is propelled by gravitation from this coal cellar to the boiler house, thus saving at least one half of the usual labor in handling, as well as avoiding the waste in breakage experienced by the old method. With these increased facilities, we confidently hope for a considerable saving in the matter of fuel.

Early in the session, a double-plank partition was built across the first floor of the shop building, centrally located, dividing the floor into two rooms, each 50x30 ft., for the respective uses of carpenters and

cabinet makers. Originally, it was thought that these two trades were so similar in character that it was not essential that the boys be separated except by an imaginary line. Since the erection of the partition, however, there has been a marked improvement, not only in discipline, but in the general interest manifested by the two classes of pupils in a commendable rivalry.

The question of building a Green House, I am rejoiced to know, has engaged the earnest attention of your Board, that we may add to our line of industries that of floriculture. I trust that the thought and discussion on this subject may in due time culminate in furnishing this long felt want.

I cannot refrain from adding my testimony to that of several of my predecessors, that a properly equipped gymnasium is one of the great needs of the Institution, and never more marked than at this juncture when the play-grounds are being encroached upon by the march of improvement now spreading over this portion of Manhattan Island. I sincerely hope that some way may be opened ere long by which this want may be supplied. In the interim of work and study, particularly during inclement weather, our boys are frequently at a loss for means of recreation. With something of this kind at hand, they would be less inclined to wander in search of adventure—possibly mischief—and would naturally congregate in a place of this character, where health-giving exercise, coupled with amusement, could be obtained. When upward of two hundred boys are dismissed from classroom and shop and turned loose into court or common, their very natures demand amusement, and if the demand is not met here, they will seek it elsewhere, and in the search they are liable to encounter temptations and influences for evil, which abound on every hand.

INDUSTRIAL.

The interest felt in this feature of the education of the deaf and dumb, is becoming more and more apparent. Our pupils were never so thoroughly alive to the importance of learning some handicraft, by means of which they may in the near future gain a livelihood. They see in prospective for themselves an independence they could not hope to gain in any other way, and they are happy in the thought that, when they graduate and return to their homes, they can demonstrate to their friends that they are no longer dependents.

Each pupil, male and female, upon reaching the age of twelve to thirteen years (unless physically incapacitated), is assigned to some form of employment, spending three hours per diem at the task. This, in connection with their classroom studies and hours for recreation, affords variety, in consequence of which their school days do not become mo-

notonous, and they enter with zeal into every phase of the daily routine.

During the past year, the average daily attendance in the various industries has been as follows :—

INDUSTRIES.	Boys.	Girls.	Total.
Printing.....	31		31
Cabinet making.....	30		30
Carpentering.....	26		26
Shoemaking.....	41		41
Gardening.....	12		12
Tailoring.....	20	13	33
Dressmaking.....		20	20
Shirtmaking.....		20	20
General Sewing.....		51	51
Total.....	160	104	264

It will be seen by the foregoing table that a large number of pupils of both sexes have entered upon a course of training which is calculated to make them useful citizens and capable of self support. The residue, or younger portion of our pupils alternate between school and recreation, with the exception of a few of the larger boys, who are assigned, when out of school, to aid in the work of cleaning the grounds.

It should be borne in mind that as our industries are not fully self-supporting, the Institution must necessarily maintain them in part, and to this extent renders to its pupils, and indirectly to the state, a much greater return than other kindred Institutions which, receiving from the state the same allowance per capita, do not afford these advantages to their pupils. While it is unquestionably a fact that this Institution graduates a large proportion of its pupils of as high scholastic attainments as any other school of its kind in the commonwealth, in addition thereto each of its graduates has the opportunity of going forth with a good, if not finished, knowledge of some handicraft, to aid him or her in the great battle of life. Too much cannot be said in favor of *practical industry*!—not a mere theory. Knowledge gained from books and drawings is unquestionably beneficial, and to a certain extent essential, but what the boy needs to crystalize his thoughts and energies and to bring all his powers into play, is contact with the mallet, the plane and the saw. He needs to exercise the brain and the muscles, both working in one common cause, and when this point is reached, that boy has an opening future that leads up to an independent position among his fellows.

As a result of the exhibit of the Institution at the Fair of the American Institute, in the fall of 1885, consisting of contributions by the artistic and industrial departments, the Institution was awarded a *Diploma* and a *Medal* of superiority for specimens of work executed by the pupils.

The exhibit for the year of industrial work, in the different departments of practical education, is shown by the following tables :—

PRINTING OFFICE.

(Estimated value of work done for the Institution, and cash receipts.)

For the Institution.....	\$306 00
Printing Annual Report (5,500 copies)....	500 00
Custom work (cash).....	1,418 00
	<hr/>
	\$2,224 00

CARPENTER AND CABINET SHOPS.

Estimated value of new work and repairs done for the Institution.....	\$3,111 66
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SHOE SHOP.

Number of pairs of shoes made.....	547
Cost of 658 pairs of shoes distributed	\$1,834 40
Cost of repairing 1,063 pairs of shoes....	788 95
Custom work (cash).....	21 10
	<hr/>
	\$2,594 45

TAILOR SHOP.

Number of coats made.....	75
Number of jackets made.....	207
Number of pairs of pants made.....	401
Number of vests made.....	66
Number of straw ticks made.....	45
Number of mattress ticks made.....	10
Number of boys' aprons made.....	124
Cost of 66 coats distributed.....	380 00
Cost of 147 jackets distributed.....	477 75
Cost of 373 pairs of pants distributed.....	1,119 00
Cost of 58 vests distributed.....	87 00
	<hr/>
	\$2,018 75

FARM AND GARDEN.

(Estimated value of vegetables, fruit, milk, poultry and eggs produced, and used in the Institution.)

Apples, 80 barrels.....	\$120 00	Brought up.....	\$3,634 80
Beans, 180 bushels.....	195 00	Pears, 28 bushels.....	21 00
Beets, 880 bushels.....	880 00	Peas, 75 bushels.....	150 00
Cabbage, 4,500 heads....	450 00	Peppers, 8 bushels.....	10 00
Carrots, 89 bushels	183 50	Pie plant, 767 bunches..	46 02
Celery, 111 dozen.....	277 50	Potatoes, 60 barrels.....	120 00
Chickens, 15 pairs	15 00	Pumpkins, 50....	10 00
Cucumbers, 64 bushels...	80 00	Radishes, 330 bushels....	330 00
Eggs, 146 dozen.....	36 50	Salsify, 20 bushels.....	20 00
Egg plant, 25....	5 00	Spinach, 187 barrels.....	874 00
Grapes, 600 pounds.....	80 00	Sprouts, 18 barrels.....	27 00
Leeks, 70 dozen.....	87 50	Squash, 398....	59 70
Lettuce, 200 barrels.....	400 00	Sweet corn, 385 dozen....	67 90
Milk, 23,490 quarts.....	1,056 60	String beans, 102 bushels	102 00
Onions, 125 bushels....	187 50	Tomatoes, 678 bushels...	678 00
Parsley, 497 bunches...	49 70	Turnips, 140 bushels.....	107 25
Parsnips, 87 bushels... .	130 50		
Amount carried up....	\$3,634 80		\$5,756 27

FOR THE USE OF STOCK AT THE FARM.—Hay, 48 tons ; Rye, 75 bushels ; Millet, 2 tons ; Oats, 2 tons.

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

Aprons.....	218	Sheets.....	596
Chemises.....	125	Shirts.....	259
Drawers.....	178	Skirts.....	84
Dresses.....	223	Table cloths.....	64
Napkins.....	72	Towels.....	806
Night dresses.....	91	Waists.....	65
Night shirts.....	109		

ACKNOWLEDGMENTS.

We are indebted, as in previous years, to the officers of the New York, Lake Erie & Western, New York, Ontario & Western, and Delaware, Lackawanna & Western Railroads, and to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with teachers and officers of the Institution who accompanied them.

To the Third Avenue Railroad Company, for half fare for the pupils attending the American Institute Fair.

To members of the Ladies' Committee, for Christmas gifts to the pupils—twenty-seven dollars.

To Geo. A. Dockstader, Esq., the third donation of twenty-five dollars.

To Dr. John Zorn, for a truss for one of the pupils.

To Mr. Max F. Eller, for a donation of ten dollars to be given as a prize to the pupil showing the greatest proficiency in the Industrial Department during the year.

To Mr. Howard Mansfield, for a donation of thirty dollars.

In conclusion, I record with pleasure the fact that from Dr. Peet, Principal, and his corps of Instructors, I have received kindly consideration and uniform courtesy.

To my immediate assistants in the management of the affairs of the Administrative Department, I am especially indebted, for the faithful performance of duty and a hearty co-operation in all matters pertaining to good order and the harmonious working of the department.

To you, gentlemen of the Board of Directors, my grateful acknowledgments are due for your generous support and encouragement.

With a firm reliance in the guiding hand of Divine Providence, we enter upon the labor of another year, with hopeful anticipations of successful endeavor.

Respectfully submitted,

C. N. BRAINERD, *Superintendent.*

October 1, 1886.

CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN
THE 12 MONTHS ENDING SEPTEMBER 30, 1886.

MALES.

Name.	Town.	County.
Abrams, William.....	New York.....	New York.
Anderson, Robert H.....	Brooklyn.....	Kings.
Anhalt, George, Jr.....	New York.....	New York.
Avens, Frank.....	Brooklyn.....	Kings.
Avens, James.....	Brooklyn.....	Kings.
Baars, Frederick W.....	Brooklyn.....	Kings.
Bachman, Frederick.....	New York.....	New York.
Backhaus, Frederick.....	New York.....	New York.
Bagnall, Irwin E.....	Brooklyn.....	Kings.
Barger, Charles.....	Putnam Valley.....	Putnam.
Baxter, Archibald McL.....	New York.....	New York.
Beck, Herman F.....	Brooklyn.....	Kings.
Bettels, Henry.....	New York.....	New York.
Betz, Henry, Jr.....	New York.....	New York.
Black, John M.....	Rahway.....	Union, N. J.
Blake, Charles F.....	Brooklyn.....	Kings.
Blauth, William M.....	New York.....	New York.
Böhmeler, George.....	Maspeth.....	Queens.
Bouck, Frank D.....	Schoharie.....	Schoharie.
Bowers, Wilber L.....	Brooklyn.....	Kings.
Boyd, William W.....	New York.....	New York.
Brauer, Albert.....	Brooklyn.....	Kings.
Britt, James.....	New York.....	New York.
Broad, Henry B.....	Brooklyn.....	Kings.
Brockman, Isaac.....	New York.....	New York.
Brown, Daniel H.....	New York.....	New York.
Brown, Joseph E.....	New Paltz.....	Ulster.
Burkhardt, Julius.....	Brooklyn.....	Kings.

Name.	Town.	County.
Burland, Nicholas.....	Hurley.....	Ulster.
Butterly, Peter, Jr.....	New York.....	New York.
Campbell, John.....	Troy.....	Rensselaer.
Carlman, Thure E.....	Albany.....	Albany.
Carr, George W.....	Urbana.....	Steuben.
Caton, James H.....	Lloyd.....	Ulster.
Chase, Melvin B.....	Warrensburg.....	Warren.
Chinery, John F.....	New York.....	New York.
Clinton, Richard T.....	New York.....	New York.
Cocks, Samnel M.....	No. Hempstead.....	Queens.
Cohen, Henry.....	New York.....	New York.
Colwell, William.....	Albany.....	Albany.
Coombs, William.....	New York.....	New York.
Cory, Charles.....	Saratoga Springs.....	Saratoga.
Costuma, David.....	New York.....	New York.
Cotter, William.....	New York.....	New York.
Coulter, Arthur W.....	New York.....	New York.
Cunningham, Dennis.....	Hudson.....	Columbia.
Davis, Henry A.....	New York.....	New York.
Delaney, John, Jr.....	Ancram.....	Columbia.
Dennison, Benjamin C.....	New York.....	New York.
Dittmar, John W.....	New York.....	New York.
Donohue, William, Jr.....	Binghamton.....	Broome.
Doody, Thomas.....	Albany.....	Albany.
Dougherty, John.....	New York.....	New York.
Drum, Jeremiah.....	Troy.....	Rensselaer.
Dugan, Daniel.....	Brooklyn.....	Kings.
Dunn, Ulysess G.....	Paris.....	Oneida.
Durian, William.....	New York.....	New York.
Ecka, Frank.....	Brooklyn.....	Kings.
Edwards, Sidney.....	Youngsville.....	Sullivan.
Edwards, William S.....	Whitehall.....	Washington.
Egan, Michael.....	New York.....	New York.
Elflein, John A.....	Roxbury.....	Delaware.
Engle, Paul.....	Berne.....	Albany.
Erdmann, Gustave.....	New York.....	New York.
Falte, August.....	New York.....	New York.
Farrel, John.....	New York.....	New York.
Fatier, Peter.....	New York.....	New York.
Felton, Fred, Jr.....	Sheridan.....	Chautauqua.
Ferrie, George.....	Ashland.....	Greene.
Fisher, George T.....	Dunkirk.....	Chautauqua.

Name.	Town.	County.
Flanagan, W. H., Jr.....	Newburg.....	Orange.
Fogerty, Peter J.....	New York.....	New York.
Fogle Peter.....	Albany.....	Albany.
Fosmire, W. H.....	Troy.....	Rensselaer.
Freid, Maxyea.....	New York	New York.
Friday, Benjamin.....	Albany.....	Albany.
Friess, George.....	New York.....	New York.
Fritz, John.....	Brooklyn.....	Kings.
Gallagher, Bernard.....	New York.....	New York.
Gately, Patrick J.....	New York.....	New York.
Gaunt, Charles.....	New York.....	New York.
Geary, John H.....	Syracuse.....	Onondaga.
Gehring, Louis.....	Brooklyn.....	Kings.
Gilmore, William.....	New York.....	New York.
Glosque, Joseph, Jr.....	Yonkers.....	Westchester.
Glosque, Peter.....	Yonkers.....	Westchester.
Glynn, Martin.....	New York.....	New York.
Goor, John.....	New York.....	New York.
Goreth, Joseph.....	Wallkill.....	Orange.
Grant, Robert H.....	New York.....	New York.
Gray, Charles.....	Newburg.....	Orange.
Gurnee, William.....	Wallkill.....	Orange.
Hackett, William H.....	New York.....	New York.
Hadden, Benjamin F.....	Brooklyn.....	Kings.
Haight, Tilson W.....	New York.....	New York.
Hamm, George.....	Brooklyn.....	Kings.
Hamm, Henry.....	New York.....	New York.
Hanneman, Herman.....	New York.....	New York.
Hanson, William.....	New York.....	New York.
Harris, John F.....	Laurens.....	Otsego.
Harris, William I.....	New York.....	New York.
Harth, Robert.....	New York.....	New York.
Hartnett, Dennis.....	New York.....	New York.
Hawley, William E.....	Hamden.....	Delaware.
Hennessey, James.....	New York.....	New York.
Henriques, Herbert H.....	Brooklyn.....	Kings.
Henry, Robert J.....	York.....	Livingston.
Herrmann, Louis.....	New York.....	New York.
Hogan, John.....	Albany.....	Albany.
Houck, Frank M.....	Arkwright.....	Chautauqua.
Hunter, Samuel H.....	Troy.....	Rensselaer.
Ingebrand, John, Jr.....	New York.....	New York.

Name.	Town.	County.
Isaacs, Benjamin	New York	New York.
Jackson, Rennie H.	Saratoga Springs.	Saratoga.
Jacobs, Jacob	Brooklyn	Kings.
Jaynes, John W.	New York	New York.
Johnson, Philip	North Greenbush.	Rensselaer.
Johnston, Robert D.	New York	New York.
Kaiser, Charles	New York	New York.
Keegan, Teddy	Brooklyn	Kings.
Keiserwetter, Charles	New York	New York.
Kennedy, Henry J.	New York	New York.
Kenny, Joseph S.	Watervliet	Albany.
Kerr, Robert S.	New York	New York.
King, Emmet	Richmondville.	Schoharie.
Kistler, Jacob A.	New York	New York.
Kistler, Joseph	New York	New York.
Knox, Frederick	Brooklyn	Kings.
Koenig, Carl	New York	New York.
Koffer, John	New York	New York.
Krekel, George	New York	New York.
Kriecheldorf, William	New York	New York.
Lamm, Herman	Brooklyn	Kings.
Lawton, Ralph	Great Valley	Cattaraugus.
Lehmer, Charles	New York	New York.
Levy, Joshua	Brooklyn	Kings.
Long, Richard	New York	New York.
Long, Walter	New York	New York.
Long, William, Jr.	New York	New York.
Loos, George W.	Claverack	Columbia.
Lorcer, Theodore	New York	New York.
Loyd, James B.	Westfield	Chautauqua.
Lynch, William	New York	New York.
Lyons, John W.	Brooklyn	Kings.
Lyons, Lewis F.	New York	New York.
Maddock, Thomas	New Rochelle	Westchester.
Maloney, John	New York	New York.
Manchester, George	Middleburg	Schoharie.
Marshall, Leslie G., Jr.	Rye	Westchester.
Mayer, Emil	New York	New York.
Maynard, Robert E.	New York	New York.
McConnell, Gibson	Poughkeepsie	Dutchess.
McDonald, Andrew	New York	New York.
McEvoy, John J.	Fishkill	Dutchess.

Name.	Town.	County.
McKerahan, Edward	New York	New York.
McMickle, Frank H.	Wallkill	Orange.
McMickle, Morris C.	Wallkill	Orange.
McVea, Robert.	New York	New York.
McVea, William	New York	New York.
Meade, Peter	Albany	Albany.
Meyers, James	Brooklyn	Kings.
Michael, Alexander	New York	New York.
Michel, Emil	New York	New York.
Millard, Bertie B	Beekman	Dutchess.
Miller, George W.	New York	New York.
Miller, Max	New York	New York.
Minotti, Carlo	New York	New York.
Mitchell, Benjamin	New York	New York.
Mitchell, Peter, Jr.	New York	New York.
Mooney, John	West Farms	Westchester.
Moore, John	New York	New York.
Moore, William, Jr.	New York	New York.
Morisse, George H.	New York	New York.
Morrison, Matthew H., Jr.	New York	New York.
Muench, Henry	Brooklyn	Kings.
Mull, Charles F.	Albany	Albany.
Neal, William S.	Bloomsburg	Pennsylvania.
Oakes, Charles D.	New York	New York.
O'Brien, John	New York	New York.
Ogle, James	Newburg	Orange.
Ogle, John	Newburg	Orange.
Ogle, Robert	Newburg	Orange.
Ogle, William	Newburg	Orange.
Osterhout, Edwin	Richmondville	Schoharie.
O'Sullivan, Richard M.	New York	New York.
Parrish, John F.	Jackson	Washington.
Paul, Andrew	Brooklyn	Kings.
Pechette, Charles	Cohoes	Albany.
Penrose, Frank T.	Norristown	Pennsylvania.
Pickruhl, Charles R.	Brooklyn	Kings.
Pitt, William J.	Haverstraw	Rockland.
Plunkett, James	New York	New York.
Postlethwaite, William D.	New Orleans	Louisiana.
Powers, James	Flushing	Queens.
Prinsinzing, Henry	New York	New York.
Probst, Herman	New York	New York.

Name.	Town.	County.
Quigg, Henry.....	New York.....	New York.
Quigg, John.....	Kingston.....	Ulster.
Rappholdt, Edward.....	New York.....	New York.
Redington, Peter F.....	New York.....	New York.
Redmond, Harry.....	Yonkers.....	Westchester.
Reiff, Anthony C.....	Brooklyn.....	Kings.
Reimann, William....	Liberty.....	Sullivan.
Resue, Wesley.....	Olive.....	Ulster.
Roberts, John J.....	New York.....	New York.
Robinson, Stanley.....	New York.....	New York.
Rose, William H.....	New York.....	New York.
Rosenthal, Joseph.....	New York.....	New York.
Rumpf, Charles.....	New York.....	New York.
Russell, Frank E.....	Brooklyn.....	Kings.
Ryckman, William A.....	New York.....	New York.
Salmond, Andrew J.....	Dunkirk.....	Chautauqua.
Sanford, Charles J.....	Rhinebeck.....	Dutchess.
Sartor, Albert.....	New Lots.....	Kings.
Scharlin, Jacob.....	New York.....	New York.
Schleich, Martin Jr.....	Brooklyn.....	Kings.
Schmidt, George.....	New York.....	New York.
Schneider, Edward.....	New York.....	New York.
Scudder, Jonas S.....	Huntington.....	Suffolk.
Seiderer, Charles.....	Hudson.....	Columbia.
Seigler, Albert.....	New York.....	New York.
Sexton, Richard M.....	Hague.....	Warren.
Sherran, Charles.....	Hempstead.....	Queens.
Short, William E.....	Kingston.....	Ulster.
Shufelt, Floyd.....	Cincinnati.....	Cortland.
Silliman, Frank D.....	Fulton.....	Schoharie.
Sinclair, Austin.....	New York.....	New York.
Slaven, Henry.....	Unadilla.....	Otsego.
Smith, Burdette.....	Albany.....	Albany.
Smith, Nicholas.....	New York.....	New York.
Soldwedel, Louis.....	New York.....	New York.
Spilker, Frederick.....	Long Island City.....	Kings.
Stauch, John.....	New York.....	New York.
Stephenson, John.....	Wilmington.....	Essex.
Storm, Frederic T.....	Middletown.....	Orange.
Strope, Lawrence D.....	Stockport.....	Columbia.
Stryker, Frank A.....	Brooklyn.....	Kings.
Suk, Anton.....	New York.....	New York.

Name.	Town.	County.
Taplin, John E.....	Brooklyn.....	Kings.
Thies, Henry G....	New York.....	New York.
Thompson, Charles T	Brooklyn	Kings.
Thompson, James.....	New York.....	New York.
Thompson, Robert J	Yonkers	Westchester.
Toohey, Joseph.....	New York.....	New York.
Torsney, John.	Ninneville	Essex.
Totten, Oscar J.....	New York.....	New York.
Turner Frank.....	Brooklyn.....	Kings.
Tweed, Richard R	Brooklyn.....	Kings.
Tyler, Ira W.....	New York.....	New York.
Van Seggar, John H.....	New Lots.....	Kings.
Vincent, Alexander B.....	New York.....	New York.
Wagele, Antoine.....	New York.....	New York.
Wankowski, Frank.....	Ossining.....	Westchester.
Watkins, William, Jr.....	Albany.....	Albany.
Watson, William W.....	Yonkers.....	Westchester.
West, Eugene A.....	Linklaen	Chenango.
Whalen, Edward.....	New York.....	New York.
Wicke, Frederick C.....	New York.....	New York.
Wilson, James B.....	Brooklyn.....	Kings.
Woodin, Lister.....	Dover.....	Dutchess.
Wormer, Edmund R.....	Albany.....	Albany.
Wormeth, George W.....	Delaware.....	Sullivan.
Zerovitch, Harry.....	New York.....	New York.
Zundell, Robert.....	New York.....	New York.

FEMALES.

Aird, Catherine.....	New York.....	New York.
Anderson, Elizabeth M.....	Brooklyn.....	Kings.
Anderson, Henrietta.....	New York.....	New York.
Antusch, Amelia.....	Newton.....	Queens.
Atwell, Ida M.....	Denning.....	Ulster.
Austin, Almada M.....	Watertown.....	Jefferson.
Austin, Anna E.....	Brooklyn.....	Kings.
Austin, Nellie.....	Hudson.....	Columbia.
Averell, Edith.....	Brooklyn.....	Kings.
Babcock, Edith.....	Southampton.....	Suffolk.
Baldwin, Catherine.....	Cambridge.....	Washington.
Bammann, Emma.....	New York.....	New York.
Barnett, Charlotte A.....	Brooklyn	Kings.

Name.	Town.	County.
Barrett, Aleeta F.....	Bedford.....	Westchester.
Bessmer, Cora J.....	Olive.....	Ulster.
Bennett, Erie.....	Horicon.....	Warren.
Blackman, Katie.....	Deer Park.....	Orange.
Blaum, Josephine.....	Brooklyn.....	Kings.
Bogatiska, Margaret.....	New York.....	New York.
Bologne, Josephine.....	New York.....	New York.
Boyd, Margaret.....	New York.....	New York.
Branfuhr, Mary.....	New York.....	New York.
Brown, Mary.....	New York.....	New York.
Brown, Minnie.....	New York.....	New York.
Buss, Johanna.....	Middletown.....	Richmond.
Butler, Ellen E.....	Skaneateles.....	Onondaga.
Butler, Mary A.....	Skaneateles.....	Onondaga.
Cheek, Mary E.....	New York.....	New York.
Ciesielskie, Julia.....	Jefferson.....	Schoharie.
Cohen, Dora.....	New York.....	New York.
Conklin, Lorena.....	Cohecton.....	Sullivan.
Craig, Agnes.....	Brooklyn.....	Kings.
Croak, Maria.....	Watervliet.....	Albany.
Crolins, Grace.....	New York.....	New York.
Crolins, May C.....	New York.....	New York.
Curci, Francesca.....	New York.....	New York.
Davenport, Lillie.....	New York.....	New York.
Davis, Clara E.....	New York.....	New York.
Davis, Hannah.....	New York.....	New York.
Davis, Rachel.....	Fly Mountain.....	Ulster.
Day, Lura.....	Tompkins.....	Delaware.
Decker, Georgie.....	Montgomery.....	Orange.
Derrick, Ellen.....	Long Island City.....	Queens.
Devoe, Ida M.....	Mt. Pleasant.....	Westchester.
Donoho, Margaret A.....	New York.....	New York.
Eaton, Mary.....	Brooklyn.....	Kings.
Ecka, Mina.....	Brooklyn.....	Kings.
Finch, Elva.....	Fulton.....	Schoharie.
Fish, Mabella S.....	New Castle.....	Westchester.
Fisher, Lizzie.....	New York.....	New York.
Flint, Cora B.....	Gainesville.....	Wyoming.
Flint, Minnie.....	Gainesville.....	Wyoming.
France, Constance.....	New York.....	New York.
Frantz, Ella M.....	Ellenville.....	Ulster.
Freeholder, Eva.....	New York.....	New York.

Name.	Town.	County.
Fronce, Lilly W.....	Newburgh.....	Orange.
Gabie, Florence.....	Yonkers.....	Westchester.
Gantz, Rachel.....	Brooklyn.....	Kings.
Gartland, Catherine E.....	Brooklyn.....	Kings.
Gibbs, Maud.....	Brooklyn.....	Kings.
Glosque, Mary.....	Yonkers.....	Westchester.
Grant, Maud.....	Newburg.....	Orange.
Gray, Edith P.....	Barker.....	Broome.
Hamilton, Martha A.....	Cobleskill.....	Schoharie.
Hand, Florence H.....	Brooklyn.....	Kings.
Hasty, Martha.....	New York.....	New York.
Hawkins, Frankie C.....	Oswego.....	Oswego.
Haws, Hattie.....	New York.....	New York.
Helst, Mary.....	New York.....	New York.
Hitz, Matilda.....	New York.....	New York.
Hoag, Sarah J.....	New York.....	New York.
Hollister, Daisy.....	New York.....	New York.
Horle, Matilda.....	New York.....	New York.
House, Eliza M.....	Brooklyn.....	Kings.
Howard, Annie M.....	Colchester.....	Delaware.
Hunt, Katie.....	Gates.....	Monroe.
Jaycox, Martha.....	New York.....	New York.
Jost, Mena.....	New York.....	New York.
Judge, Alice.....	New York.....	New York.
Kaiser, Cornelia.....	New Paltz.....	Ulster.
Keefe, Catherine.....	Rockland.....	Sullivan.
Kelly, Mary A.....	New York.....	New York.
Ketchum, Clara E.....	Greenbush.....	Rensselaer.
Kilroy, Catherine.....	Kingston.....	Ulster.
Knack, Catherine.....	Fremont.....	Sullivan.
Knorr, Eliza.....	New York.....	New York.
Kortright, Nellie.....	New Lots.....	Kings.
Kuehn, Bertha.....	Fishkill.....	Dutchess.
Kugler, Annie C.....	Ramapo.....	Rockland.
Kurz, Josephine.....	New York.....	New York.
Lamm, Bertha.....	Brooklyn.....	Kings.
Landt, Lina.....	New York.....	New York.
Lang, Josephine.....	New York.....	New York.
Larsson, Emma C.....	Stony Point.....	Rockland.
Lavandoske, Rosa.....	Clarkstown.....	Rockland.
Levy, Jane.....	New Lots.....	Kings.
Lewis, Mary A.....	Albany.....	Albany.

Name.	Town.	County.
Logue, Catherine.....	Yonkers.....	Westchester.
Long, Mary.....	New York.....	New York.
Long, Nellie.....	New York.....	New York.
Lovell, Antoinette V.....	Brooklyn.....	Kings.
Marks, Sarah.....	New York.....	New York.
Martin, Mary A.....	Albany.....	Albany.
Martin, May.....	Riverhead.....	Suffolk.
McCatty, Ellen M.....	Brooklyn.....	Kings.
McMickle, Malvina.....	Wallkill.....	Orange.
McShane, Mary A.....	New York.....	New York.
Millard, Cora L.....	Beekman.....	Dutchess.
Miller, Emma M.....	Newtown.....	Queens.
Miller, Eunice.....	Gilboa.....	Schoharie.
Nathan, Rachel.....	New York.....	New York.
Nicholson, Mary.....	New York.....	New York.
Ogle, Elizabeth.....	Newburg.....	Orange.
O'Keefe, Margaret.....	New York.....	New York.
Otmer, Katie F.....	Brooklyn.....	Kings.
Palmer, Elizabeth A.....	Troy.....	Rensselaer.
Peterson, Caroline.....	Brooklyn.....	Kings.
Pfeffer, Mary C.....	New York.....	New York.
Phillipaki, Annie.....	Yonkers.....	Westchester.
Pinder, Edna.....	Middleburgh.....	Schoharie.
Poblinski, Beessie.....	New York.....	New York.
Porter, Sarah A.....	New York.....	New York.
Quevedo, May F.....	Flatbush.....	Kings.
Rapp, Mary E.....	Albany.....	Albany.
Richter, Jane.....	New York.....	New York.
Rinneberg, Annie.....	Brooklyn.....	Kings.
Rosenberg, Annie.....	New York.....	New York.
Sanford, Millie L.....	Rhinebeck.....	Dutchess.
Schaefer, Catharine.....	New York.....	New York.
Schoonmaker, Amanda.....	Rochester.....	Ulster.
Snedden, Kate A.....	New York.....	New York.
Solomon, Esther.....	New York.....	New York.
Starbuck, Anna L.....	Malta.....	Saratago.
Stockner, Alice.....	New York.....	New York.
Taylor, Ella F.....	New York.....	New York.
Taylor, Selina.....	New York.....	New York.
Thurston, Hannah.....	Hempstead.....	Queens.
Tiedemann, Margaret.....	New York.....	New York.
Turner, Gertrude.....	Brooklyn.....	Kings.

Name.	Town.	County.
Tyrell, Jenevra.....	Brooklyn.....	Kings.
Van Varick, Isabella S.....	New York.....	New York.
Vogel, Bertha.....	New York.....	New York.
Waidler, Ann L.....	Long Island.....	Queens.
Weidmann, Lizzie.....	New York.....	New York.
Wilson, Theresa.....	New York.....	New York.
Young, Blanche.....	New York.....	New York.
Zenner, Mary A.....	Brooklyn.....	Kings.
Zettel, Johanna.....	New York.....	New York.
Zwink, Emily.....	New York.....	New York.

REPORT OF THE ATTENDING PHYSICIAN.

Diseases.	Cases.	Diseases.	Cases.
Abcess.....	1	Measles.....	18
Acne.....	2	Neuralgia.....	1
Adenitis.....	2	Paralysis (post-diphtheritic).....	1
Anæmia spinal.....	1	Peritonitis (perforative).....	1
Bronchitis.....	1	Peritonitis (tubercular).....	1
Caries of spinal column.....	1	Pharyngitis.....	3
Caries of sternum.....	1	Pneumonia (catarrhal).....	2
Chromophytosis.....	1	“ (croupous).....	3
Cough (nervous).....	12	Psoriasis.....	1
Croup (membranous).....	1	Rheumatism.....	1
Diphtheria.....	24	Rotheln.....	1
Eczema.....	4	Stricture of Urethra.....	1
Epilepsy.....	1	Tonsillitis.....	27
Erysipelas.....	2	Typhlitis.....	1
Fever (intermittent).....	3	Varicella.....	3
Fever (typhoid).....	1	Wounds.....	1
Injuries slight.....	6		

To the President and Board of Directors :

GENTLEMEN :—Herewith I submit a report of the work done in the hospital of the Institution under your care during the past year.

Two diseases have prevailed as epidemics during this period, viz., measles and diphtheria. On the 15th of February, a case of the former malady was discovered at the Mansion House, and although the patient was at once isolated, the disease spread rapidly among the inmates of the same building until eighteen in all were prostrated, including two adult employees. All the cases recovered.

While this epidemic was at its height, diphtheria made its appearance, first in the person of a female domestic. This disease also spread, twenty-four cases having occurred in all, the large majority of whom were domestics. One death took place, that of a female child, about twelve years old.

Complete isolation was of course resorted to, the cottage hospital being opened, the measles cases occupying one floor, the diphtheria patients the other.

Two of the boys were severely injured by a coasting accident during the winter. They were at once sent to Roosevelt Hospital, and ultimately recovered.

A curious epidemic of non-febrile cough developed during the month of May, about twelve of the younger girls being affected at once.

Five cases of croupous pneumonia were treated, two of which resulted in death, one dying suddenly and unexpectedly, while the disease was apparently running a favorable course. The other death was the result of purulent infiltration of the lung and exhaustion.

One boy died from shock and collapse, living but four hours after he was taken sick. On autopsy, it was found that a perforation had formed in the caput coli, as the result of the presence of a foreign body as large as a hickory nut, which seemed to be composed of two orange-seeds.

In company with the Superintendent, Mr. Brainerd, I have made several examinations of the drainage of the buildings, but have failed to find anything which could be regarded as a cause of disease.

The Consulting Physician, Dr. Herrick, came to the Institution, whenever requested to do so, which was frequently, and gave valuable advice in the management of the cases.

The Superintendent, Mr. Brainerd, and the Matron, Mrs. Henry, have warmly co-operated with me in my work, and the nurse, Miss Frazer has performed her arduous and exacting duties with zeal and intelligence.

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.

OCTOBER 1, 1886.

REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

No. 105 MADISON AVENUE, NEW YORK, Oct. 1, 1886.

To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :

GENTLEMEN :—I have the honor to submit the following report of examinations, operations, etc., occurring in the Ophthalmological and Otological Departments during the past fiscal year.

OPHTHALMOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Abscess Upper Lid.....	1	Cured.....	1
Astigmatism.....	1	Benefitted by glasses.....	1
Blepharitis.....	3	Cured.....	3
Blepharo-Conjunctivitis...	3	Cured.....	3
Conjunctivitis.....	25	{ Cured.....	19
		{ Under treatment.....	6
Cataract, Traumatic.....	1		
Canthoplasty (double)...	2	Operated successfully.....	2
Entropium.....	1	Operation pending.....	1
Hypermetropia.....	11	Glasses adjusted.....	9
Hypophagma.....	2	Cured.....	2
Injury to eyeball by blow..	1	Recovered from.....	1
Keratitis.....	1	Cured.....	1
Maculae Cornea.....	3	Benefitted by treatment....	3
Myopia.....	2	Glasses adjusted.....	2
Persistent Pupillary Membrane.....	1		
Retinitis Pigmentosa.....	1		
Strabismus Convergens...	4	Operation pending.....	4
Strabismus Divergens...	1	Operation pending.....	1
Trachoma Acute.....	16	{ Cured.....	13
		{ Under treatment.....	3
Trachoma Sub-Acute.....	3	{ Cured.....	2
		{ Under treatment.....	1
Urticaria Palpebrarum....	1	Cured.....	1

OTOLOGICAL.

Diseases, etc.	Cases.	Remarks.	Cases.
Otitis, Media, Purulentia.	4	{ Cured.....	2
		{ Under treatment.....	2
Epithelial cast of auditory canal, externus.....	1	Removed entire.....	1

Among the grave operations in the Ophthalmological Department, may be noted the removal of an irritable and totally sightless eye, to prevent the probability of ensuing blindness in its fellow, which further delay would most assuredly have occasioned.

A double canthoroplasty was performed upon two members of one family (brother and sister) to obviate the binding of the lids upon the eyeball, thereby relieving much inconvenience and suffering the patients formerly experienced, not to mention the successful cosmetic results obtained in both instances.

During the year, each pupil in the Institution had been examined carefully for any affection of the eyes, with special reference to those of a contagious nature, and with generally gratifying results.

The increase of lid troubles, as compared with former years, as shown by the schedule, is due to the examinations above alluded to rather than to an actual multiplicity of cases; as by these examinations most of the cases reported came under observation, which, otherwise, would have gone unrecognized, and never have been complained of by the pupils.

An examination of all the pupils since the beginning of the present fall term, gives promise of general freedom from such troubles. The Superintendent informs me that changes productive of a salutary sanitary influence will soon be completed, which will go far toward preserving and maintaining that excellence in such matters for which the New York Institution has ever been so justly noted.

Very Respectfully,

F. C. RILEY, M.D.

APPENDIX.

TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease, or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?
16. Has he shown any signs of mental imbecility, idiocy, or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?
18. Has he ever been vaccinated or had the small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other cases of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage ?
33. Were the parents related before marriage—*e.g.*, cousins ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ?
Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

ERASTUS BROOKS,

President.

THATCHER M. ADAMS,

Secretary.

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LAWS AND BLANK FORMS.

RELATING TO THE ADMISSION OF PUPILS.

CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

The people of the State of New York, represented in Senate and Assembly, do enact as follows :

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institutions to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz.: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Contenlx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years; but the Superintendent of Public Instruction may, in his discretion,

extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and all the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

To be made to and retained by the Supervisor or Overseer of the Poor.

STATE OF NEW YORK, } ss. :
 County of ,

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of 18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

CERTIFICATE

To be granted by Supervisor or Overseer of the Poor and sent to the Institution.

STATE OF NEW YORK, } ss. :
 County of ,

I have this day selected.....of the town of..... county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of18 , (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of.....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }
 of the town of
 }

Dated.....18 .

FORM OF APPLICATION.

To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.

The undersigned..... of the town of..... in the county of..... do hereby certify that..... of said town, is deaf and dumb. The said..... was..... years of age on the....day of.....18 ; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said..... are..... ; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said..... as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb ; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said..... with clothing.*

Dated.....18 .

..... }
 } *of the town of*
 }

To the Superintendent of Public Instruction, Albany.

* In case the parents are able to provide clothing, the above sentence should be erased.

FORM OF BOND.

Know all men by these presents, that we.....of
in the county of.....and State
 of....., and.....of.....
 in the county of.....and State of.....are
 held and firmly bound unto....., the treasurer of the New
 York Institution for the Instruction of the Deaf and Dumb, and his
 successors in office in the sum of.....dollars, for
 which payment, well and truly to be made, we bind ourselves, our
 heirs, executors, and administrators, jointly and severally, firmly by
 these presents.

Sealed with our seals. Dated at.....this.....
 day of.....A. D....

Whereas.....of.....in the county
 of.....and State of.....has
 been or is about to be admitted as a pupil in the Institution aforesaid;

Now, therefore, the condition of this obligation is such, that if
 the above named obligors shall well and truly pay, during the con-
 tinuance of the said....., as such pupil, the sum of
 three hundred dollars per annum for....board and tuition, semi-
 annually in advance, and shall also pay in advance the sum of fifty
 dollars a year for clothing, and shall also pay on demand all sums
 charged to the account of said.....for money or necessary
 articles furnished to said.....; and shall also pay interest
 on each bill, from and after the time it shall become due, then this
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }
 presence of }

..... [L. S.]
 [L. S.]

SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth street, to One Hundred and Sixty-Third street on Tenth Avenue.

PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

FORM OF BEQUEST.

I give and bequeath to the "The New York Institution of the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance
the names of its*

MUNIFICENT BENEFACTORS.

~~~~~

|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | JOHN ALSTYNE,             |
| WILLIAM DENNISTOUN,   | SETH GROSVENOR,           |
| ELIZABETH DEMILT,     | SIMON V. SICKLES,         |
| MADAME ELIZA JUMEL,   | THOMAS C. CHARDAVOYNE,    |
| SARAH STAKE,          | JAMES ANDERSON,           |
| SARAH DEMILT,         | THOMAS FRIZZELL THOMPSON, |
| JOHN NOBLE,           | THOMAS RILEY,             |
| THOMAS EGGLESTON,     | JAMES N. COBB,            |
| SAMUEL S. HOWLAND,    | ELIZABETH GELSTON,        |
| THOMAS EDDY,          | ROBERT C. GOODHUE,        |
| BENJ. F. WHEELWRIGHT, | DANIEL MARLEY,            |
| MARIA M. HOBBY,       | ELIZA MOTT,               |
| BENJAMIN ABRAMS,      | SAMUEL WILLETTS,          |
| JAMES KELLY.          |                           |





# SIXTY-NINTH ANNUAL REPORT

AND

## DOCUMENTS

OF THE

### New York Institution

FOR THE

### Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1887.

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NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

1888.

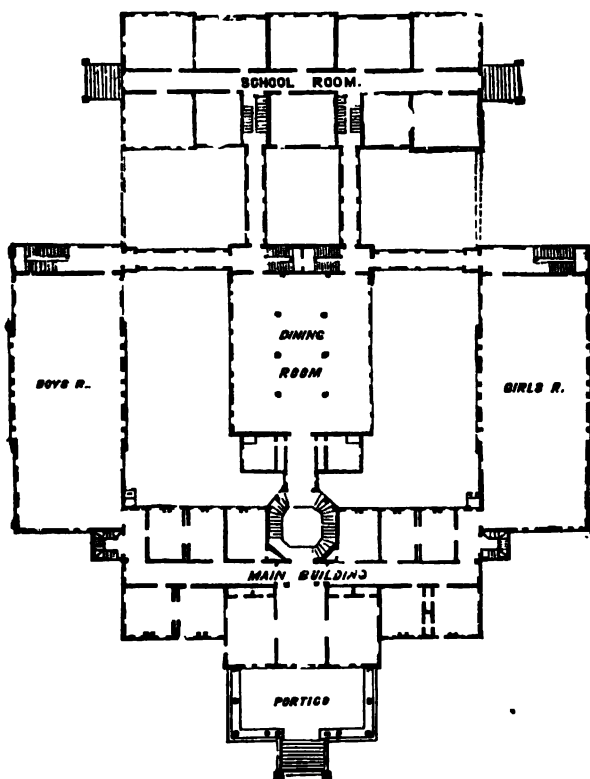






INSTITUTION FOR THE DEAF AND DUMB.

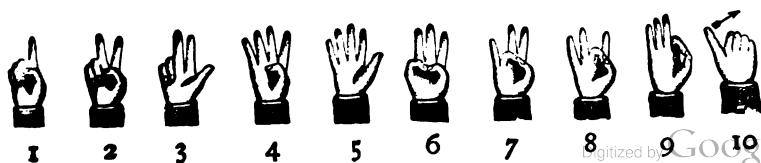
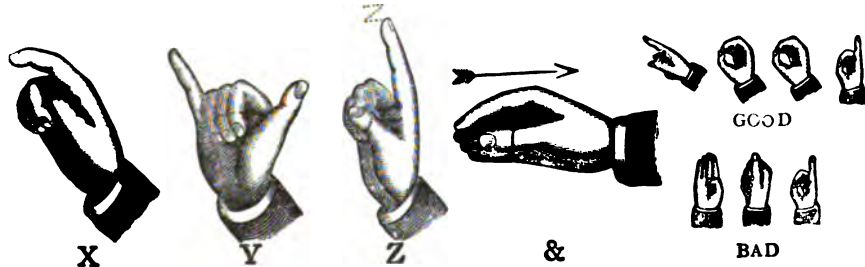
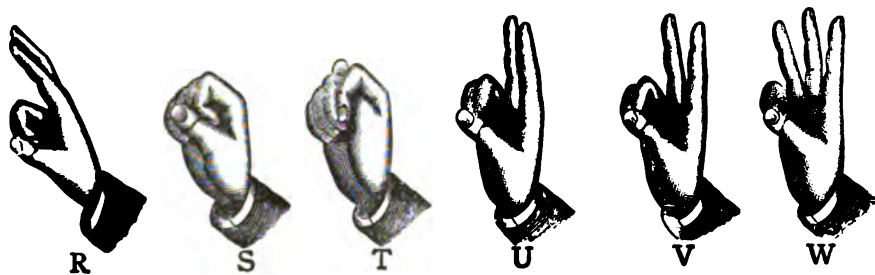
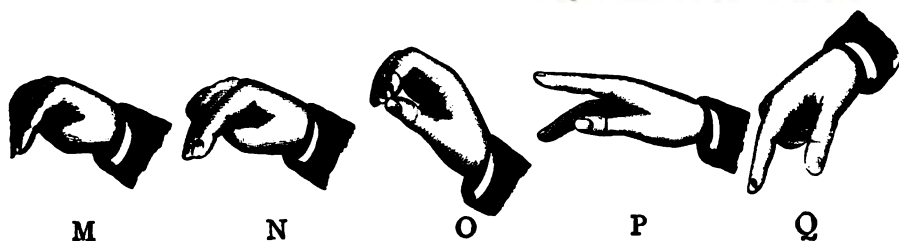
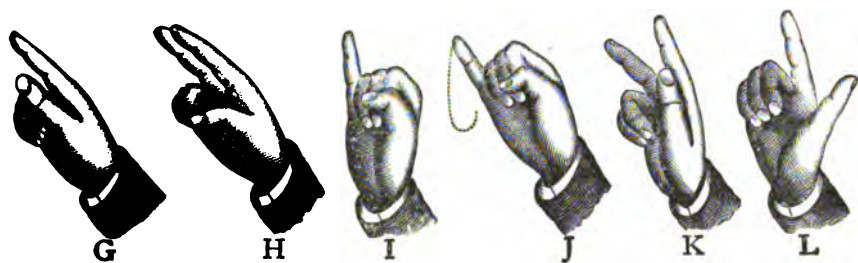
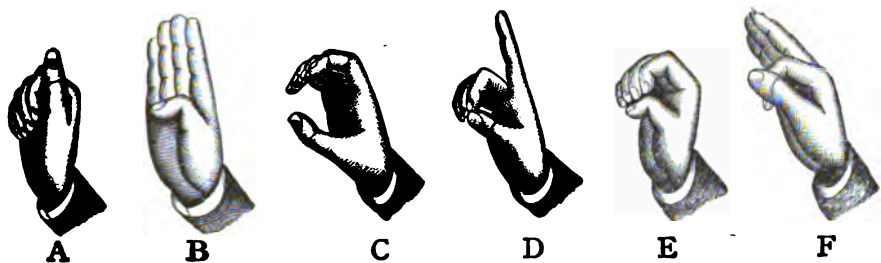




PRINCIPAL FLOOR.  
SCALE.









# OFFICERS AND DIRECTORS.

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PRESIDENT,

HON. ENOCH L. FANCHER, LL.D.

FIRST VICE-PRESIDENT,

REV. CHARLES A. STODDARD, D.D.

SECOND VICE-PRESIDENT,

MORRIS K. JESUP.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

THATCHER M. ADAMS.

---

*First Class—Term expires May, 1888.*

|                              |                                |
|------------------------------|--------------------------------|
| REV. THOMAS GALLAUDET, D.D., | DAVID S. EGGLESTON,            |
| BENJAMIN H. FIELD,           | GEORGE A. PETERS, M.D.,        |
| JOHN L. TONNELE,             | REV. SULLIVAN H. WESTON, D.D., |
| JOHN T. TERRY,               | FREDERIC JAMES DEPEYSTER.      |

*Second Class—Term expires May, 1889.*

|                               |                               |
|-------------------------------|-------------------------------|
| HEWLETT SCUDDER,              | HON. ALBERT M. PATTERSON,     |
| HON. ENOCH L. FANCHER, LL.D., | REV. CHAS. A. STODDARD, D.D., |
| WILLIAM A. WHEKLOCK,          | EVERETT HERRICK, M.D.,        |
| AVERY T. BROWN,               | EDGAR S. AUCHINCLOSS.         |

*Third Class—Term expires May, 1890.*

|                     |                     |
|---------------------|---------------------|
| MORRIS K. JESUP,    | JAMES O. SHELDON,   |
| EDWARD M. TOWNSEND, | GEORGE A. ROBBINS,  |
| THATCHER M. ADAMS,  | WILLIAM M. HALSTED, |
| GEORGE F. BETTS,    | WALTER H. LEWIS.    |

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 JOHN T. TERRY, WILLIAM M. HALSTED,  
 GEORGE F. BETTS, JOHN L. TONNELK.  
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 MRS. EDWARD M. TOWNSEND, (One vacancy.)

(The Visiting Committee is changed every month.)

*Committee on Nominations.*

MORRIS K. JESUP, AVERY T. BROWN,  
 EVERETT HERRICK, M.D.

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---

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PROFESSORS AND TEACHERS.

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DEVELOPMENT.

*Managing Professor.*

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EMILY McALLISTER, *Assistant.*

ACADEMIC DEPARTMENT.

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IDA MONTGOMERY.

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FEMALE GRAMMAR DEPARTMENT.

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DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

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## OPHTHALMOLOGIST AND OTOLOGIST.

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## STEWARD.

C. N. BRAINERD.

## ASSISTANT STEWARD.

W. S. CRITTENDEN.

## CLERK.

GEO. P. GREENLEAF.

## MATRON.

MRS. SUSAN L. HENRY.

## ASSISTANTS.

MISS PRUDENCE LEWIS—Chief Supervisor of Girls.  
MISS MYRA M. LONG—Matron of Primary Department.  
MISS SARAH H. MCCREADY—Housekeeper.  
MRS. ANN L. TURNER—Linen Room.

## NURSE.

MISS SARAH A. FRASER.

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## NIGHT WATCH.

FREDERICK A. GERLOFF,  
GEORGE P. OGILVIE,      JENNIE FREEGANS.



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## INSTRUCTORS.

### PRINTING.

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### CARPENTRY.

EDWARD CLEARWATER.

### CABINET-MAKING.

C. HENRY INTEMANN.

### SHOEMAKING.

JOHN LECHTHALER.

### TAILORING.

PHILIP SAMUELS.

### GARDENING.

ALBERT METZGER.

### FARMING.

JOHN T. ZIEGLER.

### BAKING.

THOMAS BEATTY.

### DRESS-MAKING.

(*Vacancy.*)

### SHIRT-MAKING.

JANE CULLEN.

### PLAIN SEWING.

HANNAH BARRY.



## SIXTY-NINTH ANNUAL REPORT.

The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York their Sixty-Ninth Annual Report, for the year ending September 30th, 1887.

In this report, we aim to place before your honorable body, and through you to the people of our State of New York, a thorough and careful accounting of our stewardship ; to inform you in detail, minute and painstaking, through the reports of our executive staff, all that can present itself or bear upon the operation of this public trust.

Since the opening of the Institution in 1818, it has cared for 3,142 pupils, and of that number graduated 2,798, who were able at once to take part in the active duties of life. It is safe to say that not four per cent of this number have ever again become a public charge on the State.

During the past year, 391 pupils have been under instruction. Of this number, 253 were males, and 138 females, and these have required a staff in all of sixteen teachers. Of the total 391 pupils, but five are supported in this Institution by their friends or guardians ; the balance are supported by the State or its counties.

The Directors regret to notice a decrease in the number of pupils under their care, but can account for it only from the increase of similar institutions in other parts of the State, and the natural desire of parents to have their children near their homes where they can avail themselves of their labor or of its profits. It is most unfortunate that parents should not fully appreciate the advantage to their deaf-mute children of the full course of education which is so liberally offered them by the State.

The thoroughness of the course of instruction presided over by our talented and devoted Principal, Dr. Peet, is most convincingly demonstrated in the report of the Committee who conducted the Annual Examination in June.

We would respectfully call your attention to the special reports of Rev. Dr. Hugh McCracken, Vice-Chancellor of the University of New York, of Rev. Dr. Samuel H. Virgin, of Prof. John McMullen, of Dr. Ephraim Cutter, and of the distinguished artist, Mr. Albert Bierstadt, all

of whom assisted our Committee in their several departments of learning by personal examination of the classes.

No change of moment has been made in the corps of Instructors since the last annual report. Their arduous duties are fully described in the report of Dr. Peet, and their faithfulness attested by the results obtained at the annual examination. Their work requires peculiar tact, patience, gentleness and thoroughness, and this Board takes pleasure in bearing testimony to their skillful devotion to duty.

The health of the pupils during the past year has been good; but one death (from pneumonia) has been recorded. The usual reports of the physicians give, in tabulated form, the cases that have come under their care.

The expenses of the Institution have this year exceeded its receipts by \$1,437.14, but an analysis of the Treasurer's Report will show that while food, clothing, supplies, etc., have decreased in proportion with the less number of pupils, certain necessary repairs to the buildings, and enlargement of the Industrial Schools have taken place to account for this deficit. This industrial feature of our work deserves special mention to your honorable body. Three hours each class day are devoted to manual instruction in the trades,—printing, carpentry, shoemaking, tailoring, dressmaking,—and great interest is taken by the pupils in their work. It is their introduction to a future means of support. With quick appreciation they see that thereby they can be independent, and they eagerly avail themselves of the opportunity. Employers recognize the value of the silent workman, who wastes no time on the politics of the shop, nor listens to the eloquence of the walking delegate, and all our graduates find ready employment, on graduation, in the trades for which they have prepared themselves. We shall aim to enlarge this feature of our Institution as time and means will permit.

In the rooms at Albany of the Department of Public Instruction, under the care of the Hon. A. S. Draper, this Institution has now on exhibition articles manufactured by its pupils in its own shops, which give good evidence of their progress in the industrial arts.

Believing that it is the wish of your honorable body, that the generous and affectionate care which the people of this State give to the education of its deaf-mutes, shall find its expression in entire harmony with the general educational plan of the State; that all classes and conditions of the people, no matter how difficult to reach, shall receive at the hands of the State a good common-school education; and they shall receive this, too, as a right of American citizenship, and not as a public charity, the Board desire to record their entire sympathy with this feeling, and to assure the Legislature that in the management of this Institution they shall always aim to educate the pupils committed to

their care, as shall best promote their self-reliance, industry, and fitness to become useful members of society.

During the year which is embraced in this report, the Institution has lost, by death, two men from its Board of Directors, who were most devoted to its interests. The Hon. Erastus Brooks died in November, 1886, while holding the office of President of the Board. A suitable expression of the appreciation of his colleagues was inserted in the last report. The Rev. Sullivan H. Weston, D.D., Minister of St. John's Chapel in this city, died in the early autumn of the present year. He was a man of rare virtue, courage and learning, and a devoted servant of the Institution for the Deaf and Dumb. He gave many hours to the examinations of our schools, the inspection of the work of the pupils, and his kind heart and benevolent efforts for the amelioration of their misfortune won him their esteem and love.

All of which is respectfully submitted.

In behalf of the Board of Directors, .

ENOCH L. FANCHER,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## Report of the Principal.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—In submitting to you the report of the twentieth year that has elapsed since my appointment to the responsible position of Principal of this Institution, which is also the seventieth year of its existence as a corporate body chartered by the Legislature of New York to give education to those children in the State who were bereft of the sense of hearing and of the faculty of speech, a fitting occasion is offered for considering what has been accomplished for this large and interesting class of persons.

The entire number who have been the recipients of its benefits, since its opening in May, 1818, has been 3,142, over 1,400 of whom have been instructed under my personal supervision, and 1,700 under that of my father, Dr. Harvey P. Peet, who, for thirty-six years, had been my predecessor. The number of graduates has been 2,798, of whom it is safe to say that not 100 have been dependent either as paupers or criminals upon public provision, for support, since the time when they completed the term of instruction allotted to them by the State—a fact which speaks volumes in favor of the wisdom of that policy which secures education to the deaf as well as to all other classes of the population; for, if intelligence and knowledge are essential to the prosperity of a free people, exercising the right of self-government through their chosen representatives, much more is it essential to those members of the community who, without special training, would be incapable of performing any of the functions of citizenship, and who would, instead of contributing to the general welfare, become a burden upon the body politic, and even a source of danger to the peace and happiness of its members. Ignorant of the existence of a Supreme Being, and of all law, either human or divine, unable to understand their relations even to their own parents, and cut off, by their infirmity, from all knowledge of the sentiments of others and from the ability to express their own feelings, wishes and motives of action, they could not be held responsible for their own acts nor assume the responsibility of their own support.

Under these circumstances, the State has gained more than she has given, in establishing and maintaining an Institution, which has raised these unfortunate beings from their deplorable condition to one of intelligence, knowledge, responsibility, refinement, and a full sense of moral obligation. They have been made acquainted with the written language of their country, and thus furnished with access to all sources of information. They have been instructed in regard to their relations to home, society, the State, and their God, and to this has been added thorough manual training and such preparation as is needed for the various walks of life. They may be found engaged in almost every department of productive industry, while as teachers, superintendents, book-keepers, clerks, agents, government and church officials, editors, authors, merchants, inventors and artists, they hold positions which, in these directions also, entitle them to respect and confidence. Statistics are in course of preparation which, it is hoped, can be submitted to you in time for publication in the next annual report, and will give you details that will more than substantiate the statements just made.

Of these, an appreciable proportion have been discovered to possess a latent hearing, and, with the aid of an ear tube of peculiar construction devised by our principal instructor in the department of oral development, are being brought to an aural recognition of spoken words, and enabled to repeat them in a clear and correct manner. The great majority of these were unable, on their admission to the Institution, to hear the words spoken in their presence, and therefore it has been necessary that their hearing should be educated as well as developed. The results are, in all cases, very interesting, and, in some, remarkable. The ability of the *toto-congenital* deaf-mute to acquire euphonious articulation is very limited, but that of those in whom hearing can be developed, or who acquired the speech of childhood before becoming deaf, can be made distinctly audible and agreeable.

Lip reading, however, can be taught to all the intelligent deaf, without regard to the question, whether they now possess, or ever have possessed, any degree of hearing. This is effected by means of a phonic alphabet, which corresponds exactly with each position of the organs of speech assumed in the pronunciation of words, the pupils being taught to recognize it by the eye, without having recourse to the general appearance of the word, enabling them in all cases to read slow speech with absolute exactness, and more rapid utterance after frequent practice. This, of course, leads to phonetic spelling, the orthographic equivalents of which are taught by means of rules and their exceptions.

In this connection, the manual alphabet is found to be of valuable assistance, as the pupil, in the early stages, is enabled to give the corresponding letter with the hand, at the same time that its phonic value is

expressed by the lips, the different openings of the mouth and the tongue of the teacher, thus endowing the fingers, as it were, with something equivalent to actual speech.

This is found to be of great advantage in the instruction of a few of our pupils whose hearing is normal, but who are unable to speak, by reason of paralysis of their vocal organs.

The great work of the Institution, however, does not consist in these mechanical methods. It makes little practical difference whether the words be written or spoken or spelled on the fingers, provided their meaning be not understood, while a knowledge of the significance of isolated words is, in itself, of comparatively little use, provided the effect of their combination in sentences cannot be grasped. To give a deaf-mute a knowledge of the English Language, is one of the most difficult undertakings in which a teacher can engage. To obtain such a mastery of it as to be able to speak or write in a correct, clear, emphatic, idiomatic and agreeable style, is an achievement rare among persons who have not made it an object of special study, even if they be "to the manner born," while the foreigner seldom rises above the mere commonplace, without being betrayed into expressions so peculiar as to excite remark. The inquiry, therefore, naturally arises, How is it possible to give an available knowledge of this language to one who, from birth, has been isolated from all intellectual contact with his kind, who has never heard nor uttered a spoken word, and has never had the opportunity of listening to the varied forms in which thought is expressed.

On this question, there are three theories—one being that the pupil should, from the first, be confined to an inductive and strictly progressive grammatical system, in which difficulties should be so graduated, that the knowledge of language gained should be a stepping stone to that which is yet to be acquired, and that all aids other than objects and pictures should be absolutely discarded. Another, that language should be taught only as the circumstances in which the child is placed may call it out, and that its meaning and use should be acquired by constant repetition and reiteration; the third, that following nature, the language of signs should be freely used to interpret words, phrases and sentences, and, by a system of translation from verbal language into signs and from signs into verbal language, the pupil should become able to recognize the correspondence between these two modes of expressing ideas. Our own practice is to combine the methods required by these three different theories, in such a way that the pupil shall have the benefits resulting from each.

It has been objected to the use of signs either by the teacher in connection with instruction in alphabetical language, or by the pupils them-



selves in their free intercourse with each other, that they give rise to a class of peculiar expressions called "deaf-mutisms," and that they account for all failures to use correct English. If this were so, it would be a strong argument for interdicting their use, but, as a matter of fact, they are only an embodiment of thought which nature suggests to the deaf-mute, and even if he be not allowed their use, he will still avail himself of these symbols in silent mental action, a circumstance which suggests the idea that the best means to correct any unfavorable influence arising from this bent of mind, is to teach the pupil the alphabetic equivalent of his thought, and to give him so much practice that, whenever an idea is given to him in signs, he is able at once to resolve it into language, and whenever an idea is given to him in language, he is able to express it immediately in signs, and thus feel assured of his complete comprehension thereof. The unwisdom of preventing those who have no hearing and, therefore, no knowledge of language, spoken or written, from employing signs, is evident from the fact that all persons possessing more ideas than they can express by their limited vocabulary, naturally resort to signs to make themselves more clearly understood, and it is doubtful whether any child could be brought to an understanding of spoken language but for the intervention of these important intermediaries. The mother uses them when she wishes to convey to her infant child the idea of action or motion. She beckons with her hand, when she speaks the words "Come here." She waves her hand, when she says "Go away." She presses the palm forward, when she says "Go back," and moves her palms downward, when she says "Sit down." She makes her hands flutter in the air, when she says "See the birds fly;" and unconsciously, by gesture speech, she interprets the important words of almost every complete sentence she utters.

To refuse to the deaf child, this means of access to his mind, and to forbid him the use of the method of expressing his own ideas to which nature urges him, and to prevent him from enjoying the ready flow of reciprocal thought which becomes conversation when deaf-mutes are brought together for education, is not only to continue the isolation in which adverse fortune placed him when she deprived him of the sense of hearing and the faculty of speech, but also to deny him what is found to be one of the most important aids in the education of the hearing.

This language, modified and improved on the broad plane of philosophical representation, growing in power and interest, as every other language grows, with the influx of new ideas and new subjects of thought and contemplation, becomes a means of mental development so great as to make it almost invariably the case that when there are several deaf-mutes in one family, the older ones of whom have been educated, the

youngest always comes to school with much more mental vigor and makes the most rapid progress.

This language of action stimulates the mind in a most healthful way, making it possible for our pupils, through the constant interchange of ideas in their hours of recreation, to attain to a degree of intelligence that makes the intervals of lesiure almost as useful as the time spent in study and in receiving direct instruction from their teachers.

The debates in which they participate in their literary society, the lectures delivered to them, the appeals to the conscience and the heart at services in the chapel, the uplifting of the soul in public prayer, and the rendering of pious hymns in rhythmic signs, which produce an effect similar to that of music, all tend to elevate the standard of their intellectual life ; and at the same time, day after day, by a well devised system, they are increasing their vocabularies of words, their stock of phrases and of equivalent expressions, and their knowledge of the structure of sentences, till, by the study of books, and by constant practice in composition in which every error is carefully corrected, they are brought to such a command of the English language as will enable them to make their way in life among hearing people who do not understand their signs.

The comparative attainments of the pupils in the several classes is so well set forth in the report of the Committee of Examination, that it is not necessary, in this place, to mention the results of the teaching of the year.

In the department of art, through the judicious training of a taste which is almost universal among them, they have made extraordinary advancement, and it is to be hoped that through the simultaneous cultivation of mind and eye and hand, they thus receive, they will find a resource that will increase their own happiness and combine so harmoniously with the instruction daily imparted to them in the mechanical trades, as to make their work more artistic, and hence more valuable, when they come to rely upon it in after life.

#### ACKNOWLEDGMENTS.

The library of the Institution, which is a constant source of pleasure and profit to our pupils, now numbers 4,000 volumes. It has been increased, in part, by purchase from the income of the fund set apart for that purpose, and also by the following donations, which are hereby most gratefully acknowledged.

57 volumes of "British Authors," from Mr. Augustus Crocker.

|                                                 |        |
|-------------------------------------------------|--------|
| 25 bound vols. London <i>Illustrated News</i> , | } from |
| 21 " " <i>L'Illustration</i> ,                  |        |
| 2 " " <i>Le Journal Amusant</i> ,               |        |

Mr. Edmund A. Ward.

A file of *Harper's Weekly* (several yrs.), from Mr. John A. Landy.

The Cabinet has been increased, by a valuable and complete collection of specimens of the minerals found in Utah and Colorado, presented by Mr. Lewis Martin, of Salt Lake City.

Our thanks are also due for the following newspapers and periodicals, which have been sent free to the Institution for the use and enjoyment of its inmates.

*Monthly.*

Our Record, Buffalo, N. Y.  
 The Mute Ranger, Austin, Texas.  
 The Juvenile Ranger, Austin Texas.  
 The Sheltering Arms, New York City.  
 The Sunday School Journal, New York City.

*Semi- Weekly.*

The World, New York City.

*Weekly.*

Sunday School Advocate, New York City.  
 Deaf-Mute Record, Fulton, Mo.  
 Silent Observer, Knoxville, Tenn.  
 The Companion, Faribault, Minn.  
 Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)  
 Mute's Journal, Omaha, Neb. (Two copies.)  
 The Evangelist, New York City.  
 The Newburgh Weekly Journal, Newburgh, N. Y.  
 The Rome Sentinel, Rome, N. Y.  
 The Saratogian, Saratoga, N. Y.  
 The Weekly State Gazette, Trenton, N. J.  
 The Uptown Visitor, New York City.  
 The Kentucky Deaf-Mute, Danville, Ky.  
 The Goodson Gazette, Staunton, Va. (Two copies.)  
 The Deaf-Mute Mirror, Flint, Mich.  
 The Mute Chronicle, Columbus, Ohio.  
 The Wisconsin Deaf-Mute Times, Delavan, Wis.  
 The Deaf-Mutes' Journal, New York City. (Two copies.)  
 The Deaf-Mute Index, Colorado Springs, Col.  
 The Tablet, Romney, West Va.  
 The Kansas Star, Olathe, Kansas. (Two copies.)  
 Our Little People, Rochester, N. Y. (Twenty-two copies.)

The Deaf-Mute Voice, Jackson, Miss.

The Utica Herald, Utica, N. Y.

The Daily News, Berkeley, Cal.

Progress, New York City.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1887.

## Report on the Annual Examination.

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JUNE, 1887.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.*

GENTLEMEN :—The Committee appointed by your Board to conduct the Annual Examination of the pupils of the Institution under your charge, beg leave to submit the following report.

The duty entrusted to the Committee was discharged at the Institution on Thursday, the 16th of June instant, commencing with devotional exercises in the chapel. Your Committee take pleasure in acknowledging the valuable assistance afforded them by Miss Sweezy, Principal of the Steinway Grammar School of Long Island City ; Rev. H. M. McCracken, D.D., Vice-Chancellor of the University of the City of New York ; Rev. Dr. S. H. Virgin, of the Church of the Pilgrims ; Dr. Ephraim Cutter, Hon. Homer N. Lockwood, Prof. John MacMullen, and Rev. M. B. Angier, to whom the Committee would tender their grateful acknowledgment for the efficient aid they rendered in the examination.

The High Classes were separately examined,—the girls under the instruction of Miss Ida Montgomery, being examined in detail by Rev. Dr. Virgin, and the boys under Mr. W. H. Bishop, by Prof. MacMullen. The details of the examinations of both classes were submitted to Rev. Dr. McCracken, who exercised a general supervision over the examinations. The reports of these gentlemen will be found embodied in this report.

In the examination of the other classes, namely, those from one to eight years' standing, the Committee availed themselves of the co-operation and assistance of the several other gentlemen and the lady already mentioned. Dr. Cutter conducted the examination in Articulation and Lip-Reading, and his report will be found in its appropriate place.

In the classification of the pupils, they were distributed into twenty-three classes, under sixteen teachers, each teacher having charge of two classes, with the exception of the instructor of the male High Class. The policy of the classification was to separate the sexes, and thereby

facilitate the placing of the pupils under teachers of their own sex. The Institution has been peculiarly fortunate in its corps of teachers, and their fitness for their respective positions was as satisfactorily manifested to us in the confidential intercourse and respect between them and the pupils, as in the success shown in pursuing the labors of the class room.

The annexed schedule of the classes and their teachers, was prepared by the Principal to facilitate the examination by showing to the examiners the standing and general and special classification of the pupils.

# SCHEDULE OF CLASSES, JUNE 17, 1887.

## I.—MALES.

| Class. | TEACHERS.               | Standing.     | Under instruction during the year. | Present at the Examination. |
|--------|-------------------------|---------------|------------------------------------|-----------------------------|
| I.     | Thomas F. Fox.....      | 8 years.....  | 20                                 | 18                          |
| II.    | Walter B. Peet.....     | 7 years.....  | 17                                 | 14                          |
| III.   | E. H. Currier.....      | 6 years.....  | 14                                 | 14                          |
| IV.    | Walter B. Peet.....     | 5 years.....  | 19                                 | 18                          |
| V.     | Elizabeth Mitchell..... | 4 years.....  | 14                                 | 13                          |
| VI.    | E. H. Currier.....      | 3 years.....  | 12                                 | 12                          |
| VII.   | William G. Jones.....   | 3 years.....  | 16                                 | 16                          |
| VIII.  | Elizabeth Mitchell..... | various.....  | 16                                 | 15                          |
| IX.    | William G. Jones.....   | 2 years.....  | 19                                 | 19                          |
| X.     | Chester Q. Mann.....    | 1½ years..... | 19                                 | 18                          |
| XI.    | Chester Q. Mann.....    | ½ year.....   | 5                                  | 5                           |

## KINDERGARTEN.

(Children under 10 years.)

|     |                        |                        |    |    |
|-----|------------------------|------------------------|----|----|
| I.  | Luann C. Rice.....     | 2 years.....           | 19 | 19 |
| II. | C. W. Van Tassell..... | 5 mos. to 2 years..... | 33 | 32 |

## SPECIAL CLASSES.

(Deaf, Dumb and Blind.)

|  |                    |  |              |  |   |  |   |
|--|--------------------|--|--------------|--|---|--|---|
|  | Thomas F. Fox..... |  | various..... |  | 3 |  | 3 |
|--|--------------------|--|--------------|--|---|--|---|

## HIGH CLASS.

|  |                       |  |                    |     |    |     |    |
|--|-----------------------|--|--------------------|-----|----|-----|----|
|  | William H. Bishop.... |  | 8 to 11 years..... |     | 16 |     | 15 |
|  |                       |  |                    | 242 |    | 231 |    |

## II.—FEMALES.

|      |                       |                        |    |    |
|------|-----------------------|------------------------|----|----|
| I.   | Ida Montgomery.....   | 7 years.....           | 19 | 18 |
| II.  | Jane T. Meigs.....    | 6 years.....           | 20 | 20 |
| III. | Jane T. Meigs.....    | 5 years.....           | 16 | 15 |
| IV.  | Myra L. Barrager..... | 4 years.....           | 14 | 14 |
| V.   | Myra L. Barrager..... | 3 years.....           | 15 | 15 |
| VI.  | Josephine L. Ensign.. | 2 years.....           | 18 | 18 |
| VII. | Josephine L. Ensign.. | 1 mo. to 8 months..... | 12 | 10 |

## HIGH CLASS.

|  |                     |  |                    |     |    |     |    |
|--|---------------------|--|--------------------|-----|----|-----|----|
|  | Ida Montgomery..... |  | 8 to 11 years..... |     | 20 |     | 20 |
|  |                     |  |                    | 134 |    | 130 |    |

## RECAPITULATION.

| UNDER INSTRUCTION DURING<br>THE YEAR. |     | PRESENT AT THE EXAMINA-<br>TION. |     |
|---------------------------------------|-----|----------------------------------|-----|
| Males,                                | 242 | Males,                           | 231 |
| Females,                              | 134 | Females,                         | 130 |
| Total,                                | 376 | Total,                           | 361 |

## LIP READING.

| TEACHERS.               | Under instruction during<br>the year. |          |        | Present at the Ex-<br>amination. |          |        |
|-------------------------|---------------------------------------|----------|--------|----------------------------------|----------|--------|
|                         | Males.                                | Females. | Total. | Males.                           | Females. | Total. |
| E. H. Currier.....      | 26                                    | 15       | 41     | 26                               | 13       | 39     |
| Elizabeth Mitchell..... | 17                                    | 10       | 27     | 16                               | 10       | 26     |
| Jane T. Meigs.....      |                                       | 17       | 17     |                                  | 17       | 17     |
| M. E. McAllister.....   | 50                                    | 10       | 60     | 50                               | 10       | 60     |
| Thomas F. Fox.....      | 20                                    |          | 20     | 18                               |          | 18     |
| Walter B. Peet.....     | 36                                    |          | 36     | 32                               |          | 32     |
| William H. Bishop.....  | 16                                    |          | 16     | 15                               |          | 15     |
| Mrs. A. T. Mann.....    | 24                                    |          | 24     | 23                               |          | 23     |
| Miss Richmond.....      |                                       | 11       | 11     |                                  | 11       | 11     |
|                         | 189                                   | 63       | 252    | 180                              | 61       | 241    |

## AURAL DEVELOPMENT.

|                         |    |    |    |    |    |    |
|-------------------------|----|----|----|----|----|----|
| E. H. Currier.....      |    | 12 | 12 |    | 11 | 11 |
| Elizabeth Mitchell..... | 9  | 8  | 17 | 9  | 8  | 17 |
| Jane T. Meigs.....      |    | 17 | 17 |    | 17 | 17 |
| M. E. McAllister.....   | 3  | 9  | 12 | 3  | 9  | 12 |
| Miss Richmond.....      |    | 2  | 2  |    | 1  | 1  |
|                         | 12 | 48 | 60 | 12 | 46 | 58 |

## DRAWING.

Mme. Sarah E. Le Prince.. | 238 | 134 | 372 || 228 | 130 | 358



As has been the custom, the Committee present brief *résumés* of extracts from the papers of each class, taking them in the reverse order of their attainments, beginning with the least advanced. The principle of classification being the capacity and actual attainment of the pupil rather than his time under instruction, several of the classes contain pupils who have been at school a longer or shorter time. The standard, therefore, is to be taken as that of the majority of the class.

#### MALE DEPARTMENT.

##### *The Eleventh Class*

was the least advanced in the school, aside from the Juvenile, or Kindergarten, classes. It was under the instruction of Mr. Chester Q. Mann, and was composed of five pupils who had come after the other classes had been formed, or who were unusually dull of comprehension. The general standing was six months. They had been under faithful and persevering instruction. One had gone through twenty pages of "Peet's Language Lessons," and had practiced a number of exercises in writing which indicated very creditable proficiency. The other four had been learning the names of the twelve elementary objects, and had made commendable progress. Considering the disadvantages under which its members labored, the Committee were satisfied with the progress of this class.

##### *Tenth Class.*

Mr. Mann was also the instructor of this class, which contained nineteen boys whose standing was one year and a half. All of them were of considerable better average capacity than the last mentioned class, and had made greater actual advancement. They had gone through one hundred and fifty-nine pages in "Peet's Language Lessons," and four Sections of Dr. Peet's "Scripture Lessons," and had memorized two hymns, *viz.*, "Nearer, my God, to Thee," and "Beautiful Zion." Lip-Reading had been taught for an hour daily, and an hour each week was devoted to drawing, under Madame Le Prince. They were able to enumerate with tolerable facility, and to perform easy exercises in addition. Their penmanship was commendable, and altogether the exercises were very good for a class of so short a time at school.

##### *Ninth Class.*

This class, of two years' standing, under the instruction of Mr. William G. Jones, was composed of nineteen boys. Their text books had been "Goodrich's Child's History of the United States," "Mitchell's First Lessons in Geography," "Peet's Scripture Lessons," "Ray's Arithmetic," Hymns, Exercises in the Phonic Alphabet, with Original Sentences, and

Grammatical Symbols, Model Letters and Drawing once a week. Among some of the exercises performed by the pupils were the following. The words *try*, *happy*, and *very*, were given for the pupils to include in original sentences. One specimen, among many, is appended: "We have *tried* to learn our lessons well." "I am *very happy*, because vacation is near." To the questions, "Do you like school? Why?" came the reply, "Yes, sir; I like school, because I want to be a smart boy." Appended is one of the problems given, and the answer returned: "Frank bought 70 plums at the rate of 7 for a cent; how much did he pay for them?" "He paid 10 cents for them; because 70 divided by 7 gives 10." These pupils were thoroughly examined on what they had studied, and in their general knowledge, and gave the most satisfactory evidence of faithful instruction.

#### *Eighth Class.*

The eighth class was of a mixed standing, ranging all the way from three months to seven years. It was under the instruction of Miss Elizabeth Mitchell, and contained sixteen pupils, separated into two divisions. This class was examined by Hon. Mr. Lockwood, who questioned them in the studies of the year, *viz.*, Bible Lessons, Geography, Monroe's First and Second Readers, and Language, and overlooked their exercises in Penmanship. In the various exercises which these pupils performed, they acquitted themselves admirably, and exhibited decided proficiency. Appended are specimen examination papers: "What is a continent?" "A continent is a very large tract of land surrounded by water." "What is a volcano?" "A burning mountain." The product of 4,832,846,875 multiplied by 35 was worked out by six of the class. The majority of the pupils wrote out the Lord's Prayer, the Ten Commandments, and "Rock of Ages."

#### *Seventh Class.*

In this class, under the instruction of Mr. William G. Jones, were sixteen pupils of three years' standing. Their examination indicated a very thorough acquaintance with the text books they had used, which included "Goodrich's Child's History of the United States," "Mitchell's First Lessons in Geography," Scripture Lessons, "Ray's Primary Arithmetic," Hymns, Exercises in Original Sentences, the Phonic Alphabet, and Grammatical Symbols. The examination in original sentences, United States history and geography, was very interesting. The answers to the questions on these subjects, of which examples are here given, were written with ease and promptness. "Why was King Philip the enemy of the English?" "Because he thought they were taking too much land from the Indians. He wanted to destroy them." "What was the Calumet?" "When making peace, each Indian

smoked the same pipe. It was called the Calumet. It was three feet long, and richly decorated." "What trade do you like best? Why?" "I like to work as a shoemaker. When I leave school, I can support myself making shoes." "Write sentences containing the words *begin, nice, to.*" "The weather is *nice* now. It *begins* to be warm."

*Sixth Class.*

There were in the Sixth Class twelve boys of three years' standing, taught by Mr. E. H. Currier. The class was examined by Rev. Dr. Gallaudet in the studies of the year, embracing Letter Writing and English Composition, Primer of United States History, Primer of Geography, "Barton's Language Lessons in Arithmetic," Penmanship, Hymns and Bible Lessons. In geography and history, they passed an excellent examination, answering promptly all the questions asked. In arithmetic, they were familiar with and showed great quickness in the three ground rules. The following were among the answers they rendered to questions proposed: "Who were the Northmen, or Norse?" "They were a people who lived in the northwestern part of Europe. They were very strong and brave, and dressed in the skins of animals. They wore heavy armor. They were fierce and cruel, and liked to rove about the sea, and to take land belonging to other people." "Of what benefit was the discovery of the Mariner's Compass?" "It gave to man a sure guide in navigating the ocean, and made voyages safer and more speedy." "Write an original sentence." "At night, I am fond of reading 'Raindrop.' I like it better than any other book." "Write a journal of yesterday." "Yesterday morning, I asked Joe to let me read his book. I know that he wrote about me in it. He would not let me read it. We came to school in the morning yesterday, and worked in the afternoon. After work, we had a good game of baseball. In the evening, we studied hard to be ready for examination to-day."

*Fifth Class.*

This class, of four years' standing, was taught by Miss Elizabeth Mitchell, and comprised fourteen pupils, of whom one was absent from the examination. Their course of study had been Bible Lessons, United States History, Geography, Arithmetic, Language, and Exercises in Penmanship, Lip-Reading and Model Letters. They had been well instructed in all these branches, and gave full and accurate replies to questions given. Following are specimens: "By whom was Negro Slavery introduced into America?" "It was introduced by the Dutch." "What do Pagans worship?" "They worship images of stone and wood. Such images are called idols. Pagans are often called idolaters." The answers to the request to multiply 3,824,678,943 by 135, and divide

632,156 by 15, were correctly given by all except three. The following journal indicates the progress of this class in the use of the English Language: "We are glad to have our examination this afternoon. After dinner, we went into the chapel. We saw the girls of Miss Montgomery's class go on the stage. They signed the hymn, 'Nearer, my God, to Thee.' Then Rev. Dr. Gallaudet stood up and spoke to the pupils, and said prayer."

#### *Fourth Class.*

In this class there were eighteen pupils under the instruction of Mr. Walter B. Peet. Their standing was five years, and they had pursued a course of study which included the Geography of North America, United States History, Arithmetic, Bible Lessons and Hymns, and Exercises in Language, Lip-Reading, Penmanship, Letter Writing and Drawing. The class had made good progress in all their studies, more notably in United States History as far as the Revolutionary War, and in the geography of North America including the United States and Canada. The examination was in all respects satisfactory and worthy of commendation, as will be seen from the answers given to questions proposed:—"What can you say of New York City." "It is the metropolitan city of the United States and the fourth largest city in the world. It is situated on Manhattan Island, at the mouth of the Hudson River, and has a fine harbor." "Who were the Northmen?" "They were a race who lived in the northwestern part of Europe. They were large and strong, and loved to fight with other people and rob them of their goods and lands. They were hardy and good sailors." "What can you say of Charleston, S. C.?" "It is the first rice market in the United States, and is situated at the junction of the Ashley and Copper Rivers. Fort Sumter is here. Charleston claims the honor of being the Commercial Metropolis of South Carolina." The class also performed problems in the four ground rules and in decimals, and made an excellent showing in the examination.

#### *Third Class.*

Fourteen boys, of six years' standing, composed this class, under Mr. E. H. Currier, and they were examined by Miss Sweezy, Principal of the Steinway Grammar School of Long Island City. Their course of study had been English Composition and Letter Writing, Geography, Geographical Cards, "Swinton's United States History," Historical Cards, Astronomy ("Carleton's Cyclopædia"), Arithmetic, Six Hundred and Twenty-five Proverbs, Bible Lessons, and Hymns, Study in the Dictionary, and Exercises in Lip-Reading, Penmanship and Drawing. The examination of this class was very thorough, and brought full and very original replies to a large number of questions on the various

topics. The pupils showed themselves at ease in their work, and used most excellent language in framing their answers. It is to be regretted that space permits an exhibit of only a few specimens of the answers given in reply to the questions asked ; they will, however, be sufficient to indicate the decided advancement made by these pupils, whose examination, in all respects, was decidedly successful. The Gulf Stream was thus described : " It is an ocean current flowing in a northeastern direction, from the Gulf of Mexico to England, by way of the Atlantic. The severity of the climate in this country has been much modified by this stream." " What is meant by the term firmament?" " It is the vast expanse of the sky visible from the earth. The phrase that sometimes expresses the meaning of the 'firmament,' is 'the canopy of heaven,' from its great rounded canopy overhead. In clear weather, the color of the firmament appears to be blue, but the blueness is chiefly an effect of the vapor, for the dryer the air, the darker is the blue, and in very dry climates, and on the top of high mountains, it becomes almost black." The questions in Arithmetic were very difficult to answer, but the problems were performed by nearly all the pupils. All were successful with the proverbs and hymns, and several of the boys wrote the story of Balaam in such an original style that it is a pity space does not permit us to give them in detail. Teacher and pupils alike can well rest content with the result of their work.

### *Second Class.*

The Second Class had a standing of six years. It was instructed by Mr. Walter B. Peet, who had under his instruction seventeen pupils. Their studies were Geography of North America, United States History. Arithmetic, Bible Lessons, and Exercises in English Composition, Lip-Reading, and Penmanship. In United States History, they had gone as far as the Revolutionary War, including an account of early discoveries, settlements, colonial developments, and the French and Indian wars. In geography and history, they showed a familiarity with the subjects mentioned above. In arithmetic, all the class showed a good degree of proficiency and a rapidity in performing the operations. Their command of language was commendable, and the general uniformity of excellence attained in the class, speaks well for the care and diligence bestowed upon its instruction. We give some of the questions proposed and the answers to them: "What caused King Philip's War, and when was it?" "King Philip's War was in 1675. The Indians were jealous of the English, who had bought most of their land. Two Indians were hung for the murder of an English settler. The Indians, in revenge, killed some of the settlers, and this caused the war." "What can you say of Christopher Columbus?" "He was a native of Genoa. His

brothers were sailors, and Columbus went to sea with them. Columbus thus learned to navigate a ship and govern a crew. He made many expeditions, and at length became celebrated by the discovery of America." "What was the fate of Ponce de Leon?" "In 1512, he sailed from the island of Porto Rico to search for a land where there was gold, and streams whose waters gave endless youth to those who drank of or bathed in them. He landed on the coast of Florida, and tasted and bathed in every stream that he found. It was in vain, as he died soon afterward from the poison of Indian arrows."

#### *First Class.*

There were in this class, of eight years' standing, eighteen youth, the most advanced of those pupils who remain through the ordinary period of instruction. Their instructor was Mr. Thomas F. Fox, and during the year they had pursued English Composition in connection with Conversational Exercises, Letters and Daily Journals, English Grammar, Arithmetic (Reduction and Fractions), Geography of the United States and Europe, History of England, ("Carleton's Encyclopædia") History of the United States, ("Higginson's), Bible Study and Hymns; Exercises in Lip-Reading (Phonic Alphabet), Penmanship and Drawing. The examination was conducted by Rev. Dr. Angier, who personally overlooked the work of the pupils and gave his opinion in the following terms: "The examination is a grand success. You outdo many boys who can hear and speak. It has been a very pleasant and a memorable morning for me. I am glad I came, and shall be happy to see you all again." The progress of this class, in all their studies, was very good, the principal feature being the general freedom and correctness of the language used by the pupils, and the readiness with which they expressed the ideas of the text book in words of their own. This will be seen from the subjoined specimens, selected from among their papers. "What did the last United States Census show?" "It indicated a great increase in the population of the country. Every State and Territory shared this increase more or less, and in ten years, from 1870 to 1880, there was a total increase of nearly thirty-eight millions." "What is the most important industry in the United States?" "Agriculture ranks first among our industries. To this we owe the great progress of our country. We give food to the world, besides supplying our own wants." "How is language made, and of what does it consist?" "The different languages are made to suit the world. Each language consists of many thousands of words which, like trees or persons, can be divided into a small number of classes. We thus obtain the Parts of Speech, and when we fully understand them, we can write good language." Write sentences containing the phrases, "Seems probable,"

"Should be able," "Ought to be ashamed." "It seems probable that we shall all have an enjoyable vacation." "There are people who cannot read or write, but who *should be able* to do so." "Our teacher thinks we *ought to be ashamed* of ourselves, if we fail in this examination." "What was the character of the Seventeenth Century in England?" "This century was noted for its turbulence and civil wars throughout the British Empire. Trouble arose from the conflict between the supporters of civil liberty and absolute authority. The strange part of the history of this time was that the conflict between these two principles was provoked by the Stuarts and brought about their ruin."

#### JUVENILE DEPARTMENT.

The classes of this department, five in number, containing in all fifty-two pupils, occupy the Mansion House. The pupils here are all boys below the age of ten, their standing being from six months to four years.

##### *Fifth Class.*

In this class there were three boys who had been five months at school. Mr. C. W. Van Tassell was their instructor, Dr. Peet's "Language Lessons" was the text book in use, and from exercises in this they had learned the names of the twelve elementary objects. These boys, though regarded as dull, had been taught to write some letters of the alphabet, and to spell on the fingers, which was certainly a great advance on their condition upon entering the school.

##### *Fourth Class.*

The next higher class, also under Mr. Van Tassell, had four pupils of six months' standing. The text book had been Dr. Peet's "Language Lessons," in which they had studied six pages, including the verb "*touch*" in the past tense, and the pronouns *I*, *you*, and *he*. They had practice in dictation, being required to make a sign for every word as it was spelled to them. In penmanship, they had daily exercises in writing, both with pens, and with crayons on the large slates. They showed a great advance on the class mentioned above.

##### *Third Class.*

Sixteen pupils, under Mr. Van Tassell, formed this class, with a standing of from six months to two years. The course of instruction had been Dr. Peet's "Language Lessons," Dr. Peet's "Scripture Lessons," Numeration, and Penmanship. In addition to having a command of many words, and being able to write their names, ages and residences, they were able to express their wants intelligibly, and could count from one to one thousand, in words and figures. Their exercises at the examination showed the result of careful instruction.

*Second Class.*

This was the most advanced of the four classes under the instruction of Mr. Van Tassell. In it there were twelve boys, with a standing of from one to three years. They had studied more than a hundred pages of "Peet's Language Lessons," embracing the use of adjectives, the conjunction *and*, and the personal pronouns, *we*, *you*, *they*, *him*, *her*, *it*. They had also learned two sections of Peet's "Scripture Lessons," and performed simple exercises in Addition, by dictation. They had learned to read and reply to written questions, and several had written letters to their friends. Their penmanship was excellent, and the exercises at their examinations spoke well for the conscientious zeal of their instructor.

*First Class.*

This was the most advanced of the classes at the Mansion House. It was under the instruction of Miss Luann C. Rice, and consisted of nineteen pupils, in two divisions, their standing being two years. The studies were Dr. Peet's Course of Instruction, Parts I. and II.; Dr. Peet's Language Lessons and Scripture Lessons, Arithmetic, Letters, Journals, Lip Reading and Penmanship. The examination of these pupils showed wonderful progress in the branches taught, many of the little fellows being as bright and as well advanced in the elementary branches as any boys of their age enjoying all their senses. It is no doubt owing to the rare gift of the instructor, who besides being a most competent teacher, is a kind but strict disciplinarian. In Mr. Van Tassel and Miss Rice, the Institution possesses two teachers who excel in caring for and instructing the young, and who bring forth the best possible results.

*Class of Blind Pupils.*

The special examination of this class was conducted by Miss Sweezey, of the Steinway Grammar School, Long Island City. The pupils were James H. Caton, whose standing was eleven years, and Richard T. Clinton, with a standing of ten.

Both of these boys had been under the instruction of Mr. Thomas F. Fox, who had taught them by means of spelling in their hands, and by the use of signs. Caton's course of study embraced the Bible, English Literature—"Carlton's Encyclopædia," United States History, Mental Arithmetic, Daily Journals and Original Compositions. His examination, conducted through questions which he answered on the type-writer, showed a wonderful command of language, as for instance, in his description of berry picking, he wrote; "Every summer I get employment at picking berries and other fruits. It is great fun, and it pays. I have no trouble in picking, as I can feel the berries; and I pick



them and place them in the boxes as fast as those who can see. Then when the large boxes are placed in the wagon, I get in and sit by my father, and we drive at a quick rate to the wharf. I enjoy the excitement." Clinton was not so far advanced. His studies were Exercises in Language, Scripture Lessons, Hymns, Geography, Mental Arithmetic and Selections in the Animal Creation from "Carlton's Cyclo-pedia." His use of language is here shown: "Last Saturday I went to the city. I wanted to talk with Mr. Murphy. This morning after breakfast I had a long talk with Coulter. This afternoon I shall work at caning the bottom of a baby carriage. I like my trade. Some boys play ball every-day. The girls like to play croquet." When it is considered that this boy came to school at the age of twelve, blind and totally ignorant of any language, the progress he has made is very gratifying as well as remarkable.

#### FEMALE DEPARTMENT.

##### *Seventh Class.*

In this class were the least advanced of the female pupils. They were twelve in number, having a standing of from one to eight months, and were under the instruction of Miss Josephine L. Ensign. All of these pupils had learned the names of twelve objects, had mastered the alphabet in both its manual and written forms, and could write numbers from one to one hundred. With two exceptions, all of them had had daily written exercises in language, having finished from one to thirty pages of their text book. Their examination, which necessarily partook more of the form of an exhibition than of a written examination, showed the benefits they had derived from the careful and painstaking instruction of their teacher.

##### *Sixth Class.*

This class was a grade higher than the preceding. It was also under the instruction of Miss Ensign, and contained eighteen pupils of two years' standing. They had studied and reviewed, the greater part of "Peet's Language Lessons," Selections from "Peet's Course of Instruction, Part III.," a few pages of Scripture Lessons, and had memorized the Lord's Prayer, the Doxology and five hymns. Lessons had been given in penmanship, and they had had daily exercises in writing numbers from one to one thousand. Most of these pupils had been taught by dictation, and the results, as shown by the examination, speak very highly for the ability and experience of the teacher.

##### *Fifth Class.*

There were in the fifth class, fifteen girls, who were examined by Mr. Avery T. Brown. The class was taught by Miss Myra L. Barrager,

and had a standing of three years. The studies, during the year, were "First Lessons in Geography," "Wisdom Teeth for Little People," Arithmetic, Exercises in Language, the Bible, "Peet's Scripture Lessons," Hymns, Penmanship, Lip-Reading and Drawing. Appended are some of the exercises at the Examination. "Who was the great American traitor?" "Gen. Benedict Arnold. He attempted to surrender West Point, on the Hudson, to the British." "Tell the story of Washington and the hatchet." "One day, his father gave him a new hatchet. His father had a fine cherry tree. While his father was walking in the garden, he noticed the cherry tree had been cut. He called George. He asked him if he did it. The little fellow said, 'Yes, Sir; I did it.' George was not punished, for he had told the truth." This class, as seen from the above specimens, deserve commendation for the very fine showing they made in their examination, which was deservedly successful.

#### *Fourth Class.*

The Fourth Class, which consists of fourteen girls, with a standing of four years, has been under the instruction of Miss Myra L. Barrager. The pupils have made considerable progress in their studies, showing good understanding and attention on their part, and faithfulness on the part of their teacher. Their studies embraced "Manual of Geography," History of the United States, Arithmetic, Exercises in Language, the Bible, "Peet's Scripture Lessons," Lip-Reading, Hymns, Penmanship and Drawing. In geography, which these pupils had studied for a few months only, they showed both judgment and quickness of comprehension somewhat unusual for beginners. In all their studies, they exhibited a thorough understanding of the subjects. One of the exercises in history was, "Give an account of Smith's capture by the Indians," to which, in reply, a pupil wrote as follows: "During a voyage on a branch of the James River, Smith was captured by the Indian King Powhatan. He was sentenced to death. Pocahontas, the daughter of the king, pleaded for Smith. The king spared his life, and set him free."

#### *Third Class.*

The examination of this class was conducted by Mr. Avery T. Brown. In it there were sixteen pupils, of five years' standing, under the instruction of Miss Jane T. Meigs, who, during the year, had taught them the Bible, Geography, History of the United States, Arithmetic, and Exercises in Language, Grammar, Penmanship, Model Letters and Dialogues, and Lip-reading. The result of this instruction, as shown in the examination, was very satisfactory, evincing a steady progress in all these branches. Below are given specimen questions in the examination and the answers elicited: "Why did Captain Smith leave James-

town?" "He was injured by an explosion of gunpowder, which compelled him to go to England for medical treatment." "What is a Mariner's Compass?" "It is a box, round in shape, which contains a magnet on a pivot." "Which is the oldest city in the United States?" "St. Augustine, which was founded by the Spaniards, in 1565." These pupils shewed great familiarity with the Bible and hymns. They were well versed in the ground rules of arithmetic, and used simple but correct language, indicating careful cultivation in this important branch.

### *Second Class.*

In the Second Class, also under the instruction of Miss Meigs, there were twenty young girls, whose standing was six years. Their studies had been the Bible and Hymns, "Parley's Universal History," Geography, Exercises in Grammar with Symbols, Arithmetic, Penmanship, Model Letters and Dialogues, Articulation, and Lip-reading. In the studies above mentioned, the class was closely examined, and showed a familiarity with all the subjects, especially with the Bible and hymns, history and geography. In history, the defeat of Braddock was described as follows: "General Braddock and his army marched till they were within seven miles of Fort Du Quesne. Suddenly a volley of musketry was fired on them from behind the trees of the woods. This caused a panic. Braddock tried to encourage his men, but could not. He had five horses killed under him. At last a bullet struck him in the breast, and killed him." John Eliot was thus described: "He was the best friend the Indians ever had. He went about preaching to them, and spent many years in translating the Bible into their language, and in teaching them to read it."

### *First Class.*

The most advanced class of the Female Grammar Department was under the instruction of Miss Ida Montgomery. The standing of the class is seven years, and it is composed of nineteen young ladies, whose studies during the year had been History of the United States, Geography, six hundred Proverbs committed to memory, twenty-two Hymns and the Creed, the Bible, Arithmetic, Compositions and Letters, Exercises in Outline Maps and Map Drawing, also, Articulation and Aural Development, by Prof. Currier. The examination of these pupils was thorough, the questions on each topic being numerous, and in some cases difficult to answer. Most of the replies were correct. Their papers were very neat, and their answers to the given questions were an evidence of the intelligent care with which they had been instructed. The following are specimens, selected at random from the examination papers: To

the request for the names of the principal explorers of America, were given: "Christopher Columbus, William Kidd, Ferdinand Magellan, Ponce De Leon, John Cabot, Ferdinand De Soto, Father La Salle, Cortez, and Sir Francis Drake." Among men of the Revolution, the following were named: "George Washington, Patrick Henry, Benedict Arnold, Marquis de Lafayette, Paul Revere, Paul Jones, Count Pulaski, Thaddeus Kosciuszko and Baron Steuben." Being asked to write proverbs, beginning with the letters of the alphabet in regular order, they produced among others: "A woman's work is never done," "Better be alone than in bad company," "Cleanliness is next to godliness," "Every man to his taste." This class showed great perfection in their rendering of the hymns and in the Bible studies, and, indeed, passed a most satisfactory examination in every branch in which they were tested.

### *The High Class.*

As previously mentioned, the special examinations of the two divisions of the High Class, male and female, were conducted by Vice-Chancellor H. M. MacCracken, Prof. John MacMullen and Rev. S. H. Virgin, D.D., whose individual reports are here presented in full :

"UNIVERSITY OF THE CITY OF NEW YORK, }  
June 18, 1887. }

"PRINCIPAL ISAAC LEWIS PEET, LL.D.:—

"The hours which I had the pleasure of spending upon yesterday at the New York Institution for the Instruction of the Deaf and Dumb have impressed me with the marked advance made in this work since I last visited a school of this order.

"I saw your advanced class of boys under Prof. William Henry Bishop, B.A., in exercises in History, Grammar and Moral Science,—the advanced class of girls under Miss Ida Montgomery, in Geography, Proverbs and Composition ; also exercises by the latter class in articulation and lip-reading under Prof. E. H. Currier.

"While differences in the work done were plain, such as would perhaps justify the grading of certain pupils 25 per cent to 35 per cent below others, yet the work of every pupil examined by me was good, and the general attainments were beyond all I had ever been permitted to see in any school for the deaf and dumb.

I remain, with sincere regard,

"Very Truly Yours,

"HENRY M. MACCRACKEN.

"Vice Chancellor."  
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“NEW YORK, June 20, 1887.

“*To the Committee on the Annual Examination:*

“GENTLEMEN:—I have the honor to report that I had great pleasure in examining the Male Department of the High Class in your Institution, which has been taught by Prof. Wm. H. Bishop. The short addresses written by them to the examiner were all interesting, and some of them very successful. An examination of their Composition books, showed very great progress since the beginning of the year, in every way, in the use of language.

“The teaching of English Grammar, by Dr. Peet’s most ingenious grammatical symbols, was very interesting, and the pupils appeared to have profited by it. In answering questions in the history of the United States, their remembrance of dates and facts was very creditable. Vice-Chancellor MacCracken of the New York University kindly examined the answers to questions in Wayland’s Moral Science, and expressed his satisfaction with them. Questions were asked in arithmetic, and the papers examined showed ability and clearness of comprehension. One of the pupils, Mr. F. M. Houck, gave an illustration of lip-reading to Dr. MacCracken and the examiner, which was highly satisfactory.

“One of the pupils, Mr. J. H. Geary, has pursued a course of classical studies preparatory to college, under Prof. Bishop. His translation of a section of Cæsar was smooth and correct, as was also his brief answer to a short Latin letter written him on the board. The handwriting of this class was unusually clear and legible. They all appeared very attentive and eager to show what they knew, as well as to learn anything in addition, and their general condition and progress seemed very satisfactory.

“All of which is respectfully submitted by

“JOHN MACMULLEN.”

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“*To the Committee on the Annual Examination:*

“GENTLEMEN:—The High Class, Female Division, was composed of twenty young ladies with a standing of from eight to eleven years, taught by Miss Ida Montgomery, a graduate of this Institution. It was my pleasure to be assigned to this class, as examiner, on June 17th, 1887. Seventeen of the twenty were in their places, as I entered the class room, ready for the Annual Examination, welcoming it as completing the studies of the year, yet, shrinking from it, lest they should not do credit to themselves and their teachers. This circle of girls was interesting and attractive. Varying in condition and in mental ability, as their family names differed, they yet compared favorably, in neatness of dress and grace of person, with any High Class in any school in our city. As they rose to receive me, there was nothing to indicate that they were

not as well-equipped physically as any group of girls. The studies of year were (1) a resumé of the History of the United States; (2) Anatomy, Physiology and Hygiene, from lectures by Professor E. H. Currier and W. B. Peet; (3) Rhetoric, from lectures by Dr. I. L. Peet; (4) Geography of the United States; (5) Proverbs (600—selected); (6) Arithmetic—practical examples; (7) the Bible—Selected Lessons; (8) Hymns 23; (9) Compositions, Poems, Stories, etc.; (10) Lip-reading and Aural Development, by Prof. E. H. Currier.

Proceeding to the slates upon the wall, each pupil wrote an original letter of welcome to their examiner, and I observed at once that the individuality of each was preserved, whatever the method of imparting instruction. They were not all cast in the same mould. The letters were all cordial and well-written. Some were of special excellence in style and diction. As a fair specimen, I present the following:

“REV. DR. VIRGIN :—It is a real pleasure to welcome you here, this beautiful day, to examine us, though we are not sure we can make it a successful one; but be assured we shall try our best to make suitable answers to all your questions, and, at the same time, will try to make this day an enjoyable one to you, though we know it will be hard work for you, as you will have to use your eyes more than you are accustomed to do, and when you leave us, I hope you will carry with you kind recollections of all our studies, etc. In conclusion, we shall not forget you, but will always regard you as a very kind gentleman—that is, if you don't abuse our poor little brains with hard questions.”

M. S. F.

There was a noticeable excellence in the hand-writing of every pupil, an ease and grace in the formation of letters which it would be hard to find equalled in a similar number of pupils from other schools. Entering upon the work of the morning, cards were distributed by myself containing questions in Anatomy. These I selected promiscuously from a large number. Answers were placed upon the slates with great readiness.

Among the questions asked were these: “Describe the Liver.” “Draw a diagram of the lungs and connecting organs.” “Who discovered the circulation of the blood, and what does Oliver Wendell Holmes say of it?” “What can you say of the hair and nails?” “Describe the process of digestion.” “Name the bones of the skull.” One young lady answered this question by drawing an accurate figure of the skull, labelling the several bones, and adding a descriptive poem. All the answers were full and accurate. The examination in Rhetoric was conducted in the same way, and severely tested the memory of the girls in requiring illustrative examples of varied kinds of writing, as

well as their accuracy in definition. It was very satisfactory, reflecting great credit on Dr. Peet, their lecturer. Miss May Martin was requested to give some original examples of all the figures of speech, and wrote as follows :

*Comparison.* "An uneducated Deaf-Mute is like a plant which has been confined in a dark room. Bring it out into the warm, life-giving sunshine, and the plant at once strengthens, and soon the leaves become of a rich glossy green, and it puts forth blossoms of rare and beautiful hue. So with the mute. Bring him to school and into the *golden sunshine of God's love and truth and wisdom*, (Metaphor) and soon he becomes like the rest of mankind, and *more worthy of the Hand that made him.*"

*Personification.* "Roses, dark, rich and red, whisper to us of love and courage, white lilies speak of purity and truth, pansies bring us heart's ease in time of trouble, the coy little mignonette simply asks for remembrance, and all flowers praise Him who hath made this beautiful round world and they that dwell therein."

*Antithesis.* "I would rather give a selected example. It is more beautiful than any I could invent : 'Fit the same intellect to a man and a woman ; to him, it is a bow-string ; to her, a harp-string.'"

*Hyperbole.* "The heat yesterday made some of us feel like plunging into a tub of ice water."

Prof. Currier conducted an exercise in lip-reading and visible speech which was rarely interesting, and, in view of its results, profoundly impressive. Dictating several sentences, he repeated them to the class, and the girls instantly transferred them to the slates with surprising accuracy, one pupil, only, using slight latitude in expression, but retaining the correct idea. This was a peculiarity of her mind, the Professor explained. The sentences were, "This is a beautiful day." "Shall you be glad to go home next week?" "This is Dr. MacCracken of the New York University." (He was present during this examination.)

*An observer could only say that the deaf heard, and the dumb spake.*

A Latin sentence, then a Greek sentence, put on the slate in sound signs, or visible speech, was accurately written in English letters, and expressed by the lips, and the wonderful value of this system of instruction was fully demonstrated. One young pupil was surprised that she had spoken the first part of our Lord's Prayer in Greek.

No part of the examination revealed more clearly the great advance in the method of teaching, nor suggested more forcibly the possibilities of future attainments for the mute than this. Equally satisfactory was the examination in Geography. Each one wrote a description of the State of New York, with noticeable difference in the objects of natural beauty chosen for mention, none, however, omitting "our beautiful

Hudson." Niagara, the Lakes, the Adirondacks, the Catskills, the Cities, the Capital, the Metropolis, all received attention.

Five proverbs were asked from each. They were selected at will, and were religious, practical, humorous. Individualism again declared itself. From a little volume of hymns, I selected one for each pupil, which was written from memory upon the slates. Meanwhile a book of compositions, poems, and stories, was examined, with great delight at the versatility shown in original writing and paraphrase.

Questions in History, brought to the slates the names of famous inventors, statesmen, and warriors, the cause of the Civil war (each one writing "slavery"), and a list of its battles. The inquiry "What is your opinion of President Cleveland?" secured answers that would have been delightful reading for our Chief Magistrate. There were many hopes for his re-election, sympathy with him in his rheumatic malady, and joy in his selection of so charming a lady for his wife.

There was but one incorrect answer at the examination in Arithmetic.

The class, by signs, repeated, in concert, the hymn, "Just as I am," and Miss Montgomery kindly wrote me a fact which all will be glad to know—viz.: "It is generally supposed that deaf-mutes cannot enjoy poetry, as they have no idea of rhyme, but I find they do appreciate it. These girls recite most of these hymns in signs, and call it singing."

The devotion expressed in look and motion, in rendering "Just as I am," convinced me that they sang with the spirit and the understanding also.

I suspended the examination at the hour of dinner, having spent three continuous hours in as delightful an exercise as I was ever called to share. These girls disclosed a high degree of intelligence, an unusual amount of accurate information, busy brains, and great joy in an ever expanding world.

Under the influence of this wise and beneficent Institution, the walls are surely falling that have hitherto shut in the deaf and dumb, and they see the outer world, and share in its treasures.

Too great praise cannot be bestowed on the skill and sympathy with which Miss Montgomery has taught her class. The kindness and care with which little errors were corrected, the smile with which the correction was received, and the readiness with which any omission was made up or misspelling changed, showed the happy relation existing between teacher and scholar.

A bouquet of flowers, fragrant with the regard of this class, extended the pleasure of the visit to the home of the examiner.

A cursory visit to other rooms, and observation of various classes, deepened, at every step, the consciousness of the great value of this In-



stitution. It is in profoundest sympathy with the great work of the founder of Christianity. The angels of God must love to encamp above and around these dwellings. If I were in spiritual peril and could reach this spot of helpful toil, I should feel safer.

The single successful work done for the Deaf, Dumb and Blind pupils, is enough to make the Institution conspicuous throughout the world. Entering with a party, we were announced by motions upon the hand of young Mr. Caton, who then seated himself at a type-writer and soon handed his teacher, Mr. Thomas F. Fox, whose skill in this specialty of instruction cannot be too highly commended, a paper on which he had written :—

“It is a great honor for us to receive a visit this afternoon from Mr. Brown, accompanied by the Reverend Drs. Virgin and Angier, Hon. Mr. Lockwood and Miss Sweezy. I feel sure that our examination will be successful. I am glad to have met you all, because I will graduate here next Tuesday. I will go fishing and berry picking this summer. I hope to have jolly times.

“Respectfully Yours,

“JAMES H. CATON.”

They who can send the Deaf, Dumb and Blind to catch fish, pick berries, and have jolly times, their minds withal filled with treasure, and the means of communication with the world open, have wrought marvels. We can never cease to commend with warmest words the successful endeavors of Dr. Peet and his associates, and implore in their behalf the choicest blessings that Heaven can bestow.

SAMUEL H. VIRGIN.

June 21, 1887.

16 EAST 125TH STREET, NEW YORK.

### *Lip Reading.*

All the pupils, with the necessary exception of the two blind boys, received instruction in this branch, from eight of the regular corps of instructors. The examination conducted by Ephraim Cutter, M.D., a distinguished physician of New York City, whose report follows :

“1730 BROADWAY, June 17, 1887.

“I. L. PEET, LL.D., PRINCIPAL:

“DEAR DR. :—Permit me to report that I attended the examination of your lip-readers and oripulators—Miss Mitchell’s class especially—yesterday. The pupils read with their hands and read distinctly what you said with your lips.

“A little girl wrote on the blackboard your phonic alphabet, as you gave it with your lips. Also several of the pupils, who were thought to be deaf before coming to the Institution, conversed readily with a double ear tube—a very creditable thing for the Institution! I

was much pleased with the success of your methods, and more gratified to find that you had reduced the number of phonic alphabet characters as compared with Bell, and that you utilized the common alphabetical symbols in place of Bell's hieroglyphics.

"EPHRAIM CUTTER, *Life Member.*"

### *Aural Development.*

This branch of instruction was under the special direction of Prof. Currier, who was assisted by two of the lady teachers and two aspirants. Sixty pupils who possessed a sensitiveness to and an appreciation of voice-sounds, had been trained under this course, the instrument being an ear-piece and tube devised by Prof. Currier. The examinations proved the advantage to be derived from this mode of instruction by those pupils, whose latent power of hearing required only careful training to render it available for educational purposes.

### *Art.*

Every pupil in the Institution, with the exception of those in the Blind Class, had received instruction in this branch half an hour a week from Madame Sarah E. Le Prince, Managing Professor, and two assistants. Special classes, particularly in the working studios, had been given more extended instruction with the most flattering results, as attested by the report of the examiner, Mr. Albert Bierstadt :

"1271 BROADWAY, NEW YORK, }  
June 17, 1887.

"DEAR PROF. PEET :—I was much pleased a few days since in my visit to your Institution to see that the Fine Arts had become a part of the study of your pupils, both male and female, to whose necessities they seem singularly well adapted.

"What impressed me was the rapid progress made by some of the pupils, and when I consider the lack of models or casts to work from, it is still more remarkable.

"Prof. and Madame Le Prince are evidently well qualified for the work they have undertaken, and their sphere of usefulness could be very much enlarged if a collection of casts could be added to the Institution.

"Your pupils have good eyes, and the things that they see in all phases of Art, are of great advantage to them.

"I might suggest also a loan exhibition of works of Art for the scholars to look at, and study more particularly. I think arrangements could be made to have them visit the Art galleries in the city on certain days. Anything that will cultivate the mind for the beautiful, will form the basis for artistic effort that will enable the pupils to support themselves in after life.

"Many public-spirited citizens, knowing the object you have in view, would be glad to contribute a work of art of some kind, that would be instructive as well as decorative.

"You have plenty of wall space that can be covered with paintings, engravings, etc., etc., that will inspire some of the more talented pupils to the higher walks of artistic work.

"Sincerely Yours,

"ALBERT BIERSTADT."

### CLOSING EXERISES.

The exercises of Commencement Day, were held in the chapel of the Institution at ten o'clock, on the morning of Tuesday, June 21st. A large audience, composed of the Directors, invited guests and the friends of the pupils, completely filled the hall. Upon the occasion, the following was the

#### PROGRAMME.

- I. Prayer, by REV. S. H. VIRGIN, D.D.
- II. Address by the REV. S. H. WESTON, D.D.
- III. Reports of Committees.
  1. General Report on the Examination, by AVERY T. BROWN, Esq., Chairman of the Committee appointed by the Board of Directors.
  2. Special Reports on the Examination of the High Class by VICE-CHANCELLOR H. M. MACCRACKEN, PROF. JOHN MACMULLEN and REV. S. H. VIRGIN, D.D.
  3. Special Report on the Examination of the department of Lip-Reading and Aural Development, by EPHRAIM CUTTER, M.D.
  4. Special Report on the Examination of the department of Art, by ALBERT BIERSTADT, Esq.
- IV. Exercises by the Pupils, conducted by the Principal, ISAAC LEWIS PEET, LL.D.
  1. Salutatory Address, by JAMES H. CATON, deaf from birth, blind from the age of twelve.
  2. Recitation of Whittier's poem, "At School Close," by GEORGIE DECKER.
  3. Graduating Essay,—“My School Days,” by CAROLINE PETERSON.
  4. "Yankee Doodle," in humorous signs. Solo and Chorus.
  5. Graduating Essay,—“Books,” by WILLIAM F. DURIAN.
  6. Graduating Essay,—“Female Accomplishments,” by KATIE HUNT.
  7. Oral Dialogue, by MAY MARTIN and VIRGINIA LOVELL.
  8. Graduating Essay,—“Ceramic Art,” by GEORGIE DECKER.
  9. Oration,—“Brevity,” with Valedictory Address, by WILLIAM H. ROSE.
- V. Distribution, by the President, of certificates, diplomas and prizes.

VI. Hymn—"Rock of Ages," in concerted signs, by a choir of girls.

VII. Benediction, by REV. THOMAS GALLAUDET, D.D.

The Oration on "Brevity" with the Valedictory Address, which closed the literary exercises, was given in signs by William H. Rose, of the graduating class, and was read by the Principal, as follows :

#### BREVITY.

As the world grows older, the limits of human knowledge are widened, and the employments of life are subjected to the most intense competitions.

The average man is not "sufficient for these things ;" the intellectual aliment provided for him is altogether in excess of his digestive powers. We go on producing profusely in all departments, and the process of development is that of selection.

Let us take, for instance, our morning newspaper. No man can read one of our New York dailies, and digest its contents and have time or strength left for other reading. He can only read hurriedly, and indistinctly remember the leading matters of news. It is a huge jumble of facts, mostly unimportant. Any newspaper man knows that essential matters can be crowded into one tenth of the space, and that he pads his pages with material that it is a waste of time to read. He must compete with his neighbors; therefore he must give acres of space to trash. Few can read it, and nobody would miss it, or be the poorer or worse for losing it.

Who will give us the newspaper that will print only that which is worth reading—only that which people will remember—reducing it to its compactest form? An editor, of Springfield, probably came nearest to doing this. He apologized for a long article, on the ground that he had no time to write a short one. His paper achieved a national reputation, though it is published in a little city of only thirty thousand people. One page of such a paper is enough to furnish a record of any day's news.

There was a time when a minister was obliged to furnish pretty much all the intellectual pabulum of his parish. His people had little to read, and they read less. He was the only scholar, and he preached long sermons. Now a long sermon is a mistake. It is not needed by the people. When they have caught the ideas of a sermon they can dispense with the exposition of its various phases. People nowadays have an abundance of intellectual stimulus outside of the pulpit, and they want their sermons boiled down as they do their newspapers. It is not that they want less in the sermons, but they want it briefly. The pulpit

sin of talking too much is too general. Nobody knows of a minister who is accused of preaching too little.

The theatres are open to the same criticism as the newspapers and the pulpit. One of the great drawbacks of theatres, concerts and operas is that they last too long. That which was intended to be an entertainment, becomes tiresome. Three hours in a hot and crowded hall, at the end of a day of labor, are too many. The way in which a tired audience jumps from a preacher's "Amen" for the door, is only equalled by the rush which begins before the fall of the theatrical or operatic curtain.

Look, for another instance, at the amount of stuff that enters into our social life. The hen that undertook to "spread herself" over a bushel of eggs was a fair type of the modern woman who undertakes to keep up her social relations in a great city. What is called the "social tax" upon women, is something marvelous. There are hundreds of thousands of women, who are weary all the time with the work of keeping up social relations with each other; no good comes of it. It consists mostly of calling, and is never so pleasant as when the callers fail to find the lady called on, at home. If a lady can succeed in making twenty calls in an afternoon, in consequence of finding only ten ladies at home, she accounts it a successful performance of her social duties, and boasts of it as a good thing well done. We know nothing that wants boiling down more than our social life; it needs this concentrating process to make it not only significant but endurable.

Many great and noble men are making primers, so that the essential knowledge in the treatises of philosophers and the records of scientific investigators may be brought into simple and easily available forms. We must all go to primer-making, for there is not enough of any man or any lifetime to be spread over such inanities as encumber every department of human interest. The days grow no longer as the world grows older, but the interests, the employments, the amusements of the world, are increased tenfold, so that they must be concentrated and reduced in order that they may preserve their proper relations to each other, and to the capacities of life and time.

*Honored Gentlemen of the Board of Directors:*—By the care you have exercised over this Institution, you have made it possible for us to store our minds with useful knowledge, and to go forth in this great world, and battle for home, country, and the advancement of the highest form of civilization—Christianity. May God endow you plenteously with every thing requisite to carry on, in an enlarged manner, the noble work of teaching those of His children bereft of one of the most essential of the five senses, how to become useful men and women, and may your reward be great in Heaven. Farewell.

*Principal, Professors and Teachers*:—How can we thank you, much less reward you, for the many hours you have toiled to guide our feet aright in the path of knowledge. We are the merest tyros in the great battle now to begin, but by your precepts and practice, you have instilled into our hearts and minds all that is needed to forge our way to the front, and to stay there.

The class of '87 cannot and will never cease to thank you for your work, and in their heart of hearts do they erect a monument in honor of your labor of love, and emblazoned on it in letters of gold will be these words: "The faithful teacher, the man's best friend." Certain classes and conditions of men, we are assured, will be with us always, and in a growing country, it is certain that a percentage of the people will not have the sense of hearing and the faculty of speech. May you long continue as lamps to the feet of such children, enabling them to be workers, not drones, and countless thousands will, in years to come, cherish your memories with the deepest gratitude. Farewell.

*Superintendent, and other Officers of the House Department*:—We shall never forget your thoughtfulness in devising and carrying out plans for our comfort and happiness. By your kindly efforts, many of us have become masters of trades, by which we can support ourselves, and the spirit of independence with which you have fired our souls, will be intensified by the fuel that self-respect and manhood heaps upon the coals of ambition. May you long live to benefit the deaf and dumb, and reap your reward in the consciousness of duty well-performed. During the past few years you have inspired an esteem that will not be impaired by the blighting influence of Time. Farewell.

*Graduating Classmates and Schoolmates*:—This, our sad parting, is brightened by the thoughts of many pleasant and profitable hours, spent together wrestling with the thousand and one variations of the three "R's" adopted as the course of study by our *Alma Mater*. May we always prove worthy children of such a grand old dame. What pleasant times we have had, and how often has dull care been chased away by the bright smiles and winsome ways of the young ladies, of whom no graduating class ever contained a prettier, wittier, and jollier number. We have been singularly fortunate. The grim angel has held aloof and bounteous nature invites us to partake of her stores. Our teachers have done all they could to develop an intellectual man and womanhood. But in addition to this, some of us have found enjoyment that has developed us physically—*viz.*, exercise in running, rowing, and ball playing. Our beautiful boat and our extensive campus will long be remembered with pleasure. Let us put forth every effort within our power to prove ourselves pure, upright

and successful men and women, and though this day we part, many to be separated perhaps for years, may an invisible tie of friendship continue to bind our hearts strongly together.

Trouble will come to us, as it comes to all, but let us bear in mind that cheerfulness, under all circumstances, is a potent panacea for the ills of life.

“Laugh, and the world laughs with you,  
Weep, and you weep alone;  
For this brave old Earth must borrow its mirth—  
It has trouble enough of its own.”

Upon the conclusion of the oration, Rev. Dr. Weston, the presiding officer on the occasion, after a few words of commendation, presented the certificates, diplomas and prizes, awarded by the following resolutions passed by the Board of Directors.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz. :

Frederick Backhaus,  
Archibald McL. Baxter,  
Henry Betz, Jr.,  
Charles F. Blake,  
Wilber L. Bowers,  
Nicholas Burland,  
William Coombs,  
Daniel Dugan,  
Peter Fatier,  
Peter J. Fogerty,  
Martin Glynn,  
John Goor,  
Joseph Goreth,  
William Hanson,  
John Ingebrand, Jr.,  
Frederick Knox,  
Walter Long,  
Robert E. Maynard,  
Frank H. McMickle,  
Carlo Minotti,  
Richard M. O'Sullivan,

Peter F. Redington;  
George Schmidt,  
Edward Schneider,  
Burdette Smith,  
Henry G. Thies,  
James Thompson,  
Antoine Wagele,  
Clara E. Davis,  
Ida M. Devoe,  
Margaret A. Donoho,  
Mabelle S. Fish,  
Florence H. Hand,  
Frankie C. Hawkins,  
Daisy Hollister,  
Elizabeth Knorr,  
Malvina McMickle,  
Annie Rosenberg,  
Amanda Schoonmaker,  
Esther Solomon,  
Selina Taylor,  
Hannah Thurston,

Margaret Tiedemann,

who have completed, or within the coming academical year, will com-

plete the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That the following named pupils, the terms of whose appointment have expired, or during the coming year will expire, be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction:

Annie M. Howard, for 2 years and 8 months;

Edward McKerahan, for 5 months;

Richard T. Clinton, for 4 months and 19 days;

Maxyea Fried, for 2 months and 14 days;

William H. Rose, for 2 months and 9 days;

Henry J. Kennedy, for 2 months;

William A. Ryckman, for 2 months;

Robert Ogle, for 1 month and 5 days;

Robert H. Grant, for 1 month;

to make up time lost by reason of absence from the Institution.

*Resolved*, That the following named pupils, who have completed, or, during the coming year will complete the full term authorized by the law as State pupils, and who have passed a satisfactory examination, be, and they are hereby, recommended to the Superintendent of Public Instruction, to be selected for admission to the High Class, as follows:

Charles F. Mull, for three years from September 1st, 1887, vice Josephine Lang.

Charles Kiesewetter, for three years from September 1st, 1887, vice William I. Harris.

Robert Ogle, for three years from September 1st, 1887, vice Paul Engle.

Nellie Long, for three years from September 1st, 1887, vice William Cotter, Jr.

Martha A. Hamilton, for three years from September 24th, 1887, vice Georgie Decker.

Frederick W. Baars, for three years from October 8th, 1887, vice Peter Fogle.

Edith Averell, for three years from December 9th, 1887, vice James Plunkett.

Catharine Logue, for three years from December 28th, 1887, vice Frank E. Russell.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.



*Resolved*, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction.

Frederick Backhaus,  
Archibald McL. Baxter,  
Henry Betz, Jr.,  
Charles F. Blake,  
Wilber L. Bowers,  
Nicholas Burland,  
William Coombs,  
Daniel Dugan,  
Peter Fatier,  
Peter J. Fogerty,  
Martin Glynn,  
John Goor,  
Joseph Goreth,  
William Hanson,  
John Ingebrand, Jr.,  
Frederick H. Knox,  
Walter Long,  
Robert E. Maynard,  
Frank H. McMickle,  
Carlo Minotti,  
Richard M. O'Sullivan,  
Peter F. Redington,  
William H. Reiman,

George Schmidt,  
Edward Schneider,  
Burdette Smith,  
Henry G. Thies,  
James Thompson,  
John Torsney,  
Antoine Wagele,  
Edward Whalen,  
Clara E. Davis,  
Ida M. Devoe,  
Margaret A. Donoho,  
Mabelle S. Fish,  
Florence E. Hand,  
Frankie C. Hawkins,  
Daisy Hollister,  
Eliza Knorr,  
Malvina McMickle,  
Annie Rosenberg,  
Amanda Schoonmaker,  
Esther Solomon,  
Selina Taylor,  
Hannah Thurston,  
Margaret Tiedemann.

*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Frederick W. Baars,  
Julius Burkhardt,  
Thure E. Carlman,  
John Farrell,  
Maxyea Fried,  
Herman Hanneman,  
Charles Kiesewetter,  
Edward McKerahan,  
Charles F. Mull,  
Robert Ogle,  
William A. Ryckman,

Oscar J. Totten,  
Lister Woodin,  
Ida M. Atwell,  
Edith Ayerell,  
Josephine Bologne,  
Martha A. Hamilton,  
Hattie Haws,  
Catharine Logue,  
Nellie Long,  
Annie Rinneberg,  
Alice Stockner.

*Resolved*, That diplomas of the highest grade be given to the follow-

ing named pupils, who have completed a full course of three years' study in the High Class, viz :—

James H. Caton,  
William F. Durian,  
William H. Rose,

Georgie Decker,  
Katie Hunt,  
Caroline Petersen.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the department of art :—

#### DIVISION I.—BOYS' WORKING STUDIO.

Charles T. Thompson, 1st prize for china painting ; scene painting ; outdoor sketching ; composition and life class ; geometric and perspective drawing ; pen and ink sketching ; time sketching ; and charcoal studies from the cast.

Frank Avens, 2d prize for china painting and gilding ; scene painting ; outdoor sketching ; composition and life class ; geometric drawing ; pen and ink, and charcoal studies ; and time sketching.

#### DIVISION II.—BOYS' WORKING STUDIO.

Dennis Cunningham, 1st prize, clay modelling, china and glass painting ; painting in water colors ; studies from the object and outdoor sketching in charcoal ; composition ; geometric designs, and drawing to scale on slates.

Samuel M. Cocks, 2d prize, for china painting and gilding ; clay modelling ; geometric drawing and designing ; outdoor sketching ; pen and ink sketching ; studies, from the object, in water colors and in charcoal.

Herman Lamm, 3d prize, for outlining from nature ; pen and ink sketching ; geometric drawing ; outdoor sketching ; clay modelling ; outlining on glass, and charcoal studies from the object.

John J. McEvoy, for the best plaster cast.

Herbert H. Henriques, for the best wood carving.

For modelling of ornaments—William Long, 1st prize ; John H. Hogan, 2d prize.

#### GIRLS' WORKING STUDIO.

For general excellence in the designing, painting and gilding of china ; pen and ink, and water color sketching, from the object and from nature ; charcoal studies from the cast ; geometric drawing and designing—Caroline Petersen, 1st prize ; Katie Hunt, 2d prize ; Ella F. Taylor, 3d prize.

For the best set of terra cotta modellings, geometric drawing and designing, and painting on silk—May Martin, 1st prize ; Margaret A. Boyd, 2d prize ; Mabella S. Fish, 3d prize.

For the greatest improvement during the year.—Cora L. Millard.

For art needlework—Martha A. Hamilton, 1st prize; Mary A. Branfuhr, 2d prize,

For lace work and neat stitching—Mary A. Martin.

For map drawing—Eva Freeholder, 1st prize; Nellie Long, 2d prize.

*Resolved*, That the Monitorial prize, for order and management, offered by Madame Le Prince, be awarded to George Friess.

*Resolved*, That the prize for excellence in sewing, offered by Mr. Max F. Eller, be awarded to Annie C. Kugeler.

*Resolved*, That the prize, offered by Mr. Max F. Eller, for the pupil showing the greatest proficiency in the art of printing, be awarded to William F. Durian.

*Resolved*, That the prizes, offered by Dr. Isaac L. Peet, for the pupils showing the second and third degrees of proficiency in the art of printing, be awarded, 2d prize to F. W. Baars; and 3d prize to R. R. Tweed.

*Resolved*, That a prize, for proficiency in the art of cooking, be awarded to Katie Hunt.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry or other studies embraced in the intermediate course, be awarded to Mabelle S. Fish.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to William Coombs.

*Resolved*, That the Cary Testimonial be awarded to Edith Averell, for superiority in scholarship and character.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Georgie Decker.

All of which is respectfully submitted.

EVERY T. BROWN,  
THOMAS GALLAUDET,  
SULLIVAN H. WESTON,

*Committee on the Annual Examination.*

## TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1887.

| RECEIPTS.                                                             |              | EXPENDITURES.                     |              |
|-----------------------------------------------------------------------|--------------|-----------------------------------|--------------|
| From the State of New York for board and tuition of State pupils..... | \$70,006 18  | For groceries and provisions..... | \$23,301 44  |
| From Counties, board, tuition and clothing of County pupils.....      | 29,821 77    | For schools.....                  | 22,960 32    |
| From paying pupils, board and tuition.....                            | 908 00       | For salaries and wages.....       | 15,174 50    |
| From Printing Office.....                                             | 1,462 38     | For clothing.....                 | 9,508 88     |
| From Discount on audited bills.....                                   | 165 29       | For furniture.....                | 2,857 08     |
| From sales account Art Department.....                                | 74 22        | For building repairs.....         | 8,588 13     |
| From sales account Cabinet Shop.....                                  | 61 70        | For fuel and lights.....          | 8,840 25     |
| From clothing and dry goods.....                                      | 55 61        | For stable.....                   | 1,151 56     |
| From donations.....                                                   | 55 00        | For farm and garden.....          | 1,695 64     |
| From sales account TailorShop.....                                    | 30 30        | For washing.....                  | 2,775 16     |
| From sales account Shoe Shop.....                                     | 19 65        | For printing.....                 | 2,804 23     |
| From sales refuse, barrels, &c.....                                   | 103 32       | For hospital.....                 | 1,059 86     |
| From Real Estate Fund (to balance).....                               | 1,457 14     | For contingent.....               | 4,373 41     |
|                                                                       |              |                                   |              |
|                                                                       | \$104,100 46 |                                   | \$104,100 46 |

# MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate Fund was set aside to meet assessments and building expenses. The Library Fund was set apart for maintenance of Library. The Frizzell, Harriet Stoner, and Cary Funds, are reserved for the uses prescribed by the terms of the several bequests. The Building Fund is an amount on hand towards erection of new buildings at Tarrytown (see Chapter 848, Laws of 1877), and consists of legacy of Ephraim Holbrook, and a bond and mortgage of \$2000 taken in payment for Real Estate.

| REAL ESTATE FUND.                                                    |                                                        | DR.              | CR.                                            |                  |
|----------------------------------------------------------------------|--------------------------------------------------------|------------------|------------------------------------------------|------------------|
| 1886.                                                                |                                                        |                  |                                                |                  |
| October 1.                                                           | To balance from old account.....                       | \$28,885 50      | Sept. 30. By Taxes, on Tarrytown property..... | \$ 420 87        |
|                                                                      | " 4th payment on account Legacy of Samuel Willets..... | 1,000 00         | " Geo. A. Wheeler, surveyor, for services..... | 50 00            |
|                                                                      | " interest on balances in Trust Co's.....              | 377 27           | " cost of copy of abstract of Title.....       | 4 50             |
|                                                                      |                                                        | <u>30,212 77</u> | " General account or deficit for the year..... | 1,487 14         |
|                                                                      |                                                        |                  | " Balance to new account.....                  | 28,800 76        |
|                                                                      |                                                        |                  |                                                | <u>30,212 77</u> |
| 1887.                                                                |                                                        |                  |                                                |                  |
| October 1.                                                           | To balance from old account.....                       | <u>28,800 76</u> |                                                |                  |
| MEM.—General Account owes for amounts advanced to meet deficits..... |                                                        | \$24,580 47      |                                                |                  |
| BUILDING FUND.                                                       |                                                        |                  | CR.                                            |                  |
| 1886.                                                                |                                                        |                  |                                                |                  |
| October 1.                                                           | To balance from old account.....                       | \$88,745 78      | September 30. By balance to new account.....   | \$40,605 78      |
|                                                                      | " interest on Bonds and Mortgages..                    | 1,860 00         |                                                |                  |
|                                                                      |                                                        | <u>40,605 78</u> |                                                | <u>40,605 78</u> |
| 1887.                                                                |                                                        |                  |                                                |                  |
| October 1.                                                           | To balance from old account.....                       | <u>40,605 78</u> |                                                |                  |

| LIBRARY FUND.                               |            | CR.       |
|---------------------------------------------|------------|-----------|
| DR.                                         |            |           |
| 1886.                                       |            |           |
| October 1. To balance from old account..... | \$4,228 45 | \$ 252 87 |
| " " interest on balance.....                | 189 76     | 4,115 84  |
|                                             | 4,868 21   | 4,868 21  |
| 1887.                                       |            |           |
| October 1. To balance from old account..... | 4,115 84   |           |
| FRIZZELL FUND.                              |            | CR.       |
| DR.                                         |            |           |
| 1886.                                       |            |           |
| October 1. To balance from old account..... | 2,761 08   | 2,860 40  |
| " " interest on balance.....                | 99 32      |           |
|                                             | 2,860 40   | 2,860 40  |
| 1887.                                       |            |           |
| October 1. To balance from old account..... | 2,860 40   |           |
| HARRIET STONER FUND.                        |            | CR.       |
| DR.                                         |            |           |
| 1886.                                       |            |           |
| October 1. To balance from old account..... | 163 71     | 169 46    |
| " " interest on balance.....                | 5 75       |           |
|                                             | 169 46     | 169 46    |
| 1887.                                       |            |           |
| October 1. To balance from old account..... | 169 46     |           |

| DR.                                         | CARY FUND.      | CR.                                                      |
|---------------------------------------------|-----------------|----------------------------------------------------------|
| 1886.                                       |                 |                                                          |
| October 1. To balance from old account..... | \$112 51        |                                                          |
| " " Interest on balance.....                | 8 95            |                                                          |
|                                             |                 | By balance to new account..... \$116 46                  |
| 1887.                                       |                 |                                                          |
| October 1. To balance from old account..... | 116 46          | 116 46                                                   |
| DR.                                         | RECAPITULATION. | CR.                                                      |
| Real Estate Fund.....                       | 28,800 76       | Cash in N. Y. Life Insurance and Trust Co..... 20,888 05 |
| Building Fund.....                          | 40,605 78       | " " United States Trust Co..... 8,220 51                 |
| Library Fund.....                           | 4,115 84        | " " Merchants' National Bank..... 802 98                 |
| Frizzell Fund.....                          | 2,860 40        | " " Inst. for Savings of Merchants Clerks..... 5,188 11  |
| Harriet Stoner Fund.....                    | 169 46          | " " Seamen's Bank for Savings..... 2,129 05              |
| Cary Fund.....                              | 116 46          | Bonds and Mortgages..... 89,000 00                       |
|                                             | \$76,168 70     | \$76,168 70                                              |

STATE OF NEW YORK, } ss.  
CITY AND COUNTY OF NEW YORK, }

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 26th }  
day of October, 1887. }

ANDREW WARNER,

Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS.

## Report of the Superintendent.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.*

GENTLEMEN: In reviewing the history of this Institution for the fiscal year ending September 30th 1887, there are many phases of interest for thought, and substantial grounds for encouragement.

I contemplate, with thankfulness, the immunity of its inmates from pestilence, fire or other calamity, and the very many benefits, they have enjoyed through the wise administration of your Board, and its Committee, whose wishes, it has been my effort to embody into the every day routine of the department placed under my supervision.

The movement of the population may be tabulated, as follows:

|                                                               | Males. | Females. | Total. |
|---------------------------------------------------------------|--------|----------|--------|
| Number present September 30, 1886.....                        | 208    | 121      | 329    |
| Former pupils re-admitted.....                                | 18     | 6        | 24     |
| New pupils admitted.....                                      | 27     | 11       | 38     |
| Whole number.....                                             | 253    | 138      | 391    |
| Number who have left during the year.....                     | 23     | 10       | 33     |
| Number connected with the Institution September 30, 1887..... | 231    | 128      | 359    |

It will be seen by the foregoing table that 391 pupils have been present within the year. Of this number, 253 were males and 138 females, who were supported as follows:

|                                         |     |
|-----------------------------------------|-----|
| By the State of New York, . . . . .     | 285 |
| By the Counties of the State, . . . . . | 76  |
| By the State and Counties, . . . . .    | 25  |
| By the parents or guardians, . . . . .  | 4   |
| By the Institution, . . . . .           | 1   |
| Total,                                  | 391 |

A complete catalogue of the pupils has been prepared, and is herewith presented.

While our diminution of numbers is largely due to the multiplication of schools for the deaf in the State, another prolific cause, may be found in the fact, that there is a prevailing disposition on the part of many



of our pupils to leave school before completing their allotted time, seeking any employment which promises even the slightest remuneration. Why it is, that for petty gain, parents can so far forget or ignore the duty they owe to their children and the community in which they live, as to consent to their withdrawal from school at a time when they have but just begun their ascent to that plane of intelligence which gives promise of a new life of usefulness to the community and a life-long enjoyment to themselves, is beyond comprehension, and calls for earnest and energetic protest.

**FINANCIAL.**

All miscellaneous amounts due the Institution, from counties or individuals, for the current year, have been collected and promptly paid into the Treasury.

In addition to the annual detailed statement of expenditures and receipts furnished by the Treasurer and embraced in his report, quarterly statements of a similar character have been furnished for transmission to the State Comptroller at Albany.

|                                                                                        |              |
|----------------------------------------------------------------------------------------|--------------|
| The total expenditures for the year, as shown by<br>the Treasurer's account, were..... | \$104,100 46 |
| The total receipts for the same period were.....                                       | 102,663 32   |
| Leaving a deficit of .....                                                             | \$1,437 14   |

This deficit is mainly due to the decrease in our receipts. The expenditures on accounts, which are effected by the decrease in numbers, such as, groceries and provisions, clothing, hospital, and the like, show a decrease of expenditure as compared with the previous year of \$2,157.36, while those accounts apparently not so effected, like building and repairs, schools, contingent, etc., show an increase of \$2,074.16.

The following table will show at a glance, the comparative amount of expenditure for the two years on each individual account.

|                               | 1886.       | 1887.       | Increase. | Decrease. |
|-------------------------------|-------------|-------------|-----------|-----------|
| Groceries and Provisions..... | \$24,457 84 | \$23,901 44 |           | 1,155 90  |
| Clothing.....                 | 10,253 41   | 9,503 88    |           | 749 53    |
| Furniture.....                | 3,012 92    | 2,857 08    |           | 155 84    |
| Hospital.....                 | 1,174 44    | 1,059 86    |           | 114 58    |
| Fuel and Lights.....          | 8,898 24    | 8,340 25    |           | 57 99     |
| Stable.....                   | 1,900 31    | 1,151 56    |           | 148 75    |
| Washing.....                  | 2,756 67    | 2,775 16    | 18 40     |           |
| Building and Repairs.....     | 8,961 90    | 8,583 13    | 221 23    |           |
| Farm and Garden.....          | 1,512 24    | 1,695 64    | 183 40    |           |
| Printing.....                 | 2,244 24    | 2,304 23    | 59 99     |           |
| Schools.....                  | 21,685 94   | 22,960 32   | 1,264 38  |           |
| Salaries and Wages.....       | 15,051 28   | 15,174 50   | 123 22    |           |
| Contingent.....               | 3,974 73    | 4,373 41    | 398 68    |           |
|                               | 104,183 66  | 104,100 46  | 2,299 39  | 2,382 59  |
|                               | 104,100 46  |             |           | 2,299 39  |
|                               | \$83 20     |             |           | \$83 20   |

**REPAIRS AND IMPROVEMENTS.**

The encroachment upon our grounds by the City authorities in the matter of street opening, leave them at the close of the year in the same chaotic condition as that with which the year began. Until this work is completed, we are powerless to permanently protect our water main, to properly grade our grounds or the approach thereto.

Under this condition of things, we have been compelled to expend several hundred dollars in temporarily grading, building retaining walls, etc., in order to maintain communication with the outlying avenues.

During the summer vacation, the several buildings were thoroughly renovated, and general repairs made where necessary.

The City inspector of steam boilers having reported that several of the tubes in three of our boilers were defective, experts were consulted, and upon a thorough investigation, it was deemed advisable to remove all the tubes and replace them with new. Bids from two responsible parties were received for doing the work. Messrs. George Fox & Son, being the lowest bidders, were awarded the contract at \$765.

The work was thoroughly done, and for a term of years the three boilers will substantially equal entirely new ones. In addition to the improved condition of our boilers, we have introduced a steam damper regulator, and an automatic steam trap and pump, all of which will greatly increase our facilities for generating and distributing steam at an economical expenditure of fuel.

The introduction of Croton water into the Industrial building was accomplished during the summer, and caused great rejoicing on the part of the master mechanics and the pupils under their charge. Each shop is supplied with an iron sink with waste pipe properly trapped and connected with the main sewer leading to the North River. Convenient facilities for drawing water are provided, with a bib attachment for connecting hose in case of fire. The entire work was done by our engineer, Mr. Joseph H. Banks, and his assistants.

**INDUSTRIAL.**

The interest manifested in the several departments under this head is unabated, especially among our pupils. The money expended in educating the hand as well as the head is bringing forth fruit. The seed thus sown has taken root, and promises a harvest of skilled mechanics that will do honor to the Institution and the State.

The fact that so large a number of the graduating pupils have found lucrative employment in the trades learned here, is acting in a marked degree as an incentive to those who remain, to redouble their diligence in acquiring a full knowledge of the trade by which they hope to gain a livelihood.

From the printing department have gone forth young men who, as compositors, are able to cope successfully with the best hearing and speaking workmen in the city. Without exception, every boy who has entered that department, and remained through the regular course of instruction in the art, has developed into a good practical printer.

While this success may be more decidedly marked in the case of those graduating as printers, compared with apprentices in other trades taught at the Institution, experience has demonstrated that this particular branch of industry is exceedingly well adapted to those pupils who have either retained or acquired a sufficient knowledge of language to enable them to enter upon its study. This knowledge of language gives them unquestionably an advantage over their less favored schoolmates in the matter of intelligent competition.

The cabinet, carpenter, shoe and tailor shops, are furnishing their quota of workmen from time to time, who go out into the world to do their part in the great battle of life. That the majority of them will be true to the moral principles and habits of industry inculcated here, there can be no question, and as they leave us from year to year, we bid them God speed, believing that there is an opening field of usefulness for them they never before realized.

Three hours per day are devoted to practical education, and each pupil having reached the age of twelve (if in good health), is assigned to some form of employment, the nature of which is usually determined by the wishes of parents, and the inclination and adaptation of the child.

In the time thus allotted, opportunity is afforded to all pupils possessing ordinary faculties to acquire a fair knowledge of the calling they elect to pursue in after life.

During the past year, the average daily attendance in the various industries has been as follows :

| INDUSTRIES.         | Boys. | Girls. | Total. |
|---------------------|-------|--------|--------|
| Printing.....       | 28    |        | 28     |
| Cabinet making..... | 36    |        | 36     |
| Carpentering.....   | 23    |        | 23     |
| Shoemaking.....     | 40    |        | 40     |
| Gardening.....      | 13    |        | 13     |
| Tailoring.....      | 22    | 14     | 36     |
| Dressmaking.....    |       | 28     | 28     |
| Shirtmaking.....    |       | 10     | 10     |
| General Sewing..... |       | 45     | 45     |
| Total.....          | 162   | 97     | 259    |

At the request of the Hon. A. S. Draper, State Superintendent of Public Instruction, the Institution forwarded, in February last, several articles illustrating the industrial education of our pupils, the same to form a part of a permanent Educational Exhibit in the rooms of the Department of Public Instruction at Albany. In acknowledging the receipt of the articles sent, Superintendent Draper wrote: "They will form a most interesting feature of the exhibit."

The record for the year, of industrial work in the different departments of practical education, is shown by the following tables:—

#### PRINTING OFFICE.

*(Estimated value of work done for the Institution, and cash receipts.)*

|                                            |            |
|--------------------------------------------|------------|
| For the Institution.....                   | \$216 60   |
| Printing Annual Report (5,500 copies)..... | 500 00     |
| Custom work (cash).....                    | 1,462 38   |
|                                            | <hr/>      |
|                                            | \$2,178 98 |

#### CARPENTER AND CABINET SHOPS.

|                                                                                                       |            |
|-------------------------------------------------------------------------------------------------------|------------|
| Estimated value of new work and repairs done for the Institution (cost of material not included)..... | \$3,106 50 |
| Custom work (cash) ..                                                                                 | 61 70      |
|                                                                                                       | <hr/>      |
|                                                                                                       | \$3,168 20 |

#### SHOE SHOP.

|                                             |            |
|---------------------------------------------|------------|
| Number of pairs of shoes made.....          | 611        |
| Cost of 614 pairs of shoes distributed..... | \$1,628 15 |
| Cost of repairing 976 pairs of shoes.....   | 675 80     |
| Custom work (cash) .....                    | 19 65      |
|                                             | <hr/>      |
|                                             | \$2,323 60 |

#### TAILOR SHOP.

|                                             |            |
|---------------------------------------------|------------|
| Number of coats made.....                   | 130        |
| Number of jackets made.....                 | 88         |
| Number of pairs of pants made.....          | 229        |
| Number of vests made.....                   | 120        |
| Number of straw ticks made .....            | 28         |
| Number of mattress ticks made.....          | 20         |
| Number of boys' aprons made.....            | 115        |
| Number of pillow ticks made.....            | 36         |
| Cost of 111 coats distributed .....         | \$610 50   |
| Cost of 85 jackets distributed.....         | 255 00     |
| Cost of 302 pairs of pants distributed..... | 830 50     |
| Cost of 179 vests distributed.....          | 223 75     |
| Custom work (cash).....                     | 30 20      |
|                                             | <hr/>      |
|                                             | \$1,949 95 |

FARM AND GARDEN.

(Estimated value of vegetables, milk, poultry and eggs produced, and used in the Institution, \$4928.80.)

FOR USE OF THE STOCK AT THE FARM.--Hay, 93 tons; Rye, 75 bushels; Rye Straw, 6 tons.

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of work done in mending, alterations, etc.)

|                    |     |                   |      |
|--------------------|-----|-------------------|------|
| Aprons .....       | 332 | Sheets . . . . .  | 356  |
| Chemises.....      | 112 | Shirts . . . . .  | 300  |
| Drawers.. ..       | 166 | Skirts.....       | 96   |
| Dresses.....       | 276 | Table cloths..... | 83   |
| Napkins.....       | 60  | Towels.....       | 1037 |
| Night dresses..... | 83  | Waists .....      | 54   |
| Pillow cases ..... | 367 |                   |      |

ACKNOWLEDGMENTS.

We are indebted, as in previous years, to the officers of the New York Ontario & Western Railroad and the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with teachers and officers of the Institution who accompanied them.

To the Third Avenue Railroad Company, for half fare for the pupils attending the American Institute Fair.

To a member of the Ladies' Committee, for several interesting scrap books for the hospital.

To a member of the Board of Directors, for a liberal supply of Christmas toys and games.

To Mr. Geo. A. Dockstader, for a donation of fifty dollars.

To Mr. Max F. Eller, for a donation of ten dollars to be divided equally between the Printing and Sewing Departments, and to be given as prizes to the pupil in each of those industries, who has shown the greatest proficiency during the year.

To Mr. Robert Rogers, for a donation of five dollars.

I record with pleasure the cheerful co-operation of officers and assistants in the discharge of their various duties. To the harmony and kindly feeling prevalent throughout the household, we are largely indebted for whatever measure of success we have attained.

Whether reviewing the past or contemplating the future, we recognize our dependence upon the Supreme Being, whose guiding Hand has and will sustain every good work inaugurated for improving the condition of our fellow men.

Respectfully submitted, .

C. N. BRAINERD, *Superintendent.*

# ATTENDING PHYSICIAN'S REPORT

FOR THE YEAR ENDING SEPTEMBER 30, 1887.

| Diseases.                                    | Cases. | Diseases.                  | Cases. |
|----------------------------------------------|--------|----------------------------|--------|
| Abcess.....                                  | 7      | Gastralgia.....            | 2      |
| Anæmia.....                                  | 2      | Influenza.....             | 4      |
| Bronchitis (and coughs)...                   | 18     | Injury of eye and hand.... | 1      |
| Burns.....                                   | 2      | Laryngitis.....            | 8      |
| Contusions.....                              | 9      | Measles.....               | 8      |
| Croup (membranous).....                      | 1      | Onychia.....               | 1      |
| Diarrhœa.....                                | 1      | Pleurisy.....              | 1      |
| Diphtheria.....                              | 5      | Pneumonia.....             | 1      |
| Eczema.....                                  | 2      | Scrofuloderma.....         | 1      |
| Epilepsy.....                                | 1      | Sprain of Ankle. . . . .   | 1      |
| Fever (intermittent and remittent) . . . . . | 51     | Stricture of Urethra.....  | 1      |
| Fracture of radius.....                      | 1      | Tonsillitis.....           | 52     |
|                                              |        |                            | 166    |

*To the President and Board of Directors :*

GENTLEMEN :—The health of the inmates of the Institution has been, on the whole, good during the past year. A mild fever of malarial origin and affections of the tonsils have furnished the large majority of the cases requiring treatment.

A case of membranous croup in the person of one of the Mansion House boys, proved so threatening that the operation of tracheotomy was performed. The patient recovered.

The cases of measles and diphtheria were carefully quarantined, and but few of the inmates were affected.

One death from pneumonia took place in December, at the Mansion House.

The nurse, Miss Fraser, has performed her duties with her usual skill and fidelity.

Yours Respectfully,

W. T. ALEXANDER, M.D.

## REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

No. 38 EAST 26TH STREET, NEW YORK, Oct. 1, 1887.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—I have the honor of submitting the following report of examinations, operations, etc., occurring in the Ophthalmological and Otological Departments of your Institution during the past fiscal year:

## OPHTHALMOLOGICAL.

| Diseases, etc.              | Cases. | Remarks.                   | Cases. |
|-----------------------------|--------|----------------------------|--------|
| Abcess of Brow.....         | 1      | Cured.....                 | 1      |
| Blepharitis.....            | 3      | Cured.....                 | 3      |
| Conjunctivitis.....         | 8      | Cured.....                 | 8      |
| Contused Wound of Brow..... | 1      | Cured.....                 | 1      |
| Corpus Alienum, Cornea..... | 1      | Removed.....               | 1      |
| Dacryocystitis.....         | 1      | Cured by operation.....    | 1      |
| Eczema Palpebrarum.....     | 1      | Cured.....                 | 1      |
| Hyphosphragmos.....         | 2      | Cured.....                 | 2      |
| Iritis.....                 | 1      | Cured.....                 | 1      |
| Occlusion of pupil.....     | 1      | Operation, Iridectomy..... | 1      |
| Oedema, Lids.....           | 1      | Cured.....                 | 1      |
| Pterygium.....              | 1      | Operation pending.....     | 1      |
| Strabismus Convergens.....  | 1      | Operation tenotomy.....    | 1      |
| Strabismus Convergens.....  | 1      | Obviated by glasses.....   | 1      |
| Trachoma.....               | 1      | Cured.....                 | 1      |
| Urticaria Palpebrarum.....  | 1      | Cured.....                 | 1      |

## OTOLOGICAL.

| Diseases, etc.                                    | Cases. | Remarks.             | Cases. |
|---------------------------------------------------|--------|----------------------|--------|
| Impacted Cerumen, in External auditory canal..... | 8      | Removed.....         | 8      |
| Mastoid abscess.....                              | 1      | Under treatment..... | 1      |
| Otitis, Media, Purulentia.....                    | 2      | Cured.....           | 2      |

As in previous years, the eyes of each pupil in the Institution have been examined from time to time with special reference to diseases of a contagious or communicable nature, the result, as shown by the foregoing schedule, being most satisfactory.

It is and ever has been my endeavor to reduce to a minimum, the number of such sufferers and the diminution of lid troubles, as evidenced by a comparison with my last annual report, will doubtless be as gratifying to all friends of the Institution as to myself.

In conformance with my habitual custom, the eyes of all the pupils



have been examined since the beginning of the present term, no serious cause for apprehension, for the future having been elicited thereby.

In conclusion, I take pleasure in acknowledging my thanks to the Superintendent, Mr. Brainerd, and the matron, Mrs. Henry, for their hearty co-operation in my work, as well as to the nurse, Miss Fraser, without whose willing aid, and intelligent and indefatigable care, many remediable efforts in this department would have been futile.

Very Respectfully,

F. C. RILEY, M.D.

# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN  
THE 12 MONTHS ENDING SEPTEMBER 30, 1887.

## MALES.

| Name.                      | Town.              | County.    |
|----------------------------|--------------------|------------|
| Abrams, William.....       | New York.....      | New York.  |
| Anderson, Robert H.....    | Brooklyn.....      | Kings.     |
| Anhalt, George, Jr.....    | New York.....      | New York.  |
| Avens, Frank.....          | Brooklyn.....      | Kings.     |
| Avens, James.....          | Brooklyn.....      | Kings.     |
| Baars, Frederick W.....    | Brooklyn.....      | Kings.     |
| Bachman, Frederick.....    | New York.....      | New York.  |
| Backhaus, Frederick.....   | New York.....      | New York.  |
| Bagnall, Irwin E.....      | Brooklyn.....      | Kings.     |
| Barger, Charles.....       | Putnam Valley..... | Putnam.    |
| Baxter, Archibald McL..... | New York.....      | New York.  |
| Beck, Herman F.....        | Brooklyn.....      | Kings.     |
| Bestimt, Morris.....       | New York.....      | New York.  |
| Bettels, Henry.....        | New York.....      | New York.  |
| Betz, Henry, Jr.....       | New York.....      | New York.  |
| Black, Hiram.....          | Cooperstown.....   | Otsego.    |
| Black, John M.....         | Brooklyn.....      | Kings.     |
| Blake, Charles F.....      | Brooklyn.....      | Kings.     |
| Blauth, William M.....     | New York.....      | New York.  |
| Bohmeler, George.....      | Maspeth.....       | Queens.    |
| Bouck, Frank D.....        | Schoharie.....     | Schoharie. |
| Bowers, Wilber L.....      | Brooklyn.....      | Kings.     |
| Boyd, William W.....       | New York.....      | New York.  |
| Brauer, Albert.....        | Brooklyn.....      | Kings.     |
| Britt, James.....          | New York.....      | New York.  |
| Broad, Henry B.....        | Brooklyn.....      | Kings.     |
| Brockman, Isaac.....       | New York.....      | New York.  |
| Brown, Dahiel H.....       | New York.....      | New York.  |

| Name.                     | Town.              | County.     |
|---------------------------|--------------------|-------------|
| Brown, Joseph E.....      | New Paltz.....     | Ulster.     |
| Burkhardt, Julius.....    | Brooklyn.....      | Kings.      |
| Burland, Nicholas.....    | Hurley.....        | Ulster.     |
| Burt, David.....          | New York.....      | New York.   |
| Butterly, Peter, Jr.....  | New York.....      | New York.   |
| Cambell, John.....        | Troy.....          | Rensselaer. |
| Carlman, Thure E.....     | Albany.....        | Albany.     |
| Carr, George W.....       | Urbana.....        | Steuben.    |
| Caton, James H.....       | Lloyd.....         | Ulster.     |
| Clinton, Richard T.....   | New York.....      | New York.   |
| Cocks, Samuel M.....      | No. Hempstead..... | Queens.     |
| Cohen, Henry.....         | New York.....      | New York.   |
| Colwell, William.....     | Albany.....        | Albany.     |
| Coombs, William.....      | New York.....      | New York.   |
| Costuma, David.....       | New York.....      | New York.   |
| Cotter, William.....      | New York.....      | New York.   |
| Coulter, Arthur W.....    | New York.....      | New York.   |
| Cunningham, Dennis.....   | Hudson.....        | Columbia.   |
| Davis, Henry A.....       | New York.....      | New York.   |
| Delaney, John, Jr.....    | Ancram.....        | Columbia.   |
| Dennison, Benjamin C..... | New York.....      | New York.   |
| Dittmar, John W.....      | New York.....      | New York.   |
| Doody, Thomas.....        | Albany.....        | Albany.     |
| Dugan, Daniel.....        | Brooklyn.....      | Kings.      |
| Durian, William.....      | New York.....      | New York.   |
| Egan, Michael.....        | New York.....      | New York.   |
| Elfein, John A.....       | Roxbury.....       | Delaware.   |
| Ellis, Eli, Jr.....       | Wawarsing.....     | Ulster.     |
| Engle, Paul.....          | Berne.....         | Albany.     |
| Erdmann, Gustave.....     | New York.....      | New York.   |
| Falte, August.....        | New York.....      | New York.   |
| Farrel, John.....         | New York.....      | New York.   |
| Fatier, Peter.....        | New York.....      | New York.   |
| Ferguson, George.....     | Brooklyn.....      | Kings.      |
| Ferris, George.....       | Ashland.....       | Greene.     |
| Fogerty, Peter J.....     | New York.....      | New York.   |
| Fogle, Peter.....         | Albany.....        | Albany.     |
| Freid, Maxyea.....        | New York.....      | New York.   |
| Friday, Benjamin.....     | Albany.....        | Albany.     |
| Friess, George.....       | New York.....      | New York.   |
| Gallagher, Bernard.....   | New York.....      | New York.   |
| Gately, Patrick J.....    | New York.....      | New York.   |

| Name.                     | Town.                | County.      |
|---------------------------|----------------------|--------------|
| Gaunt, Charles.....       | New York.....        | New York.    |
| Geary, John H.....        | Syracuse.....        | Onondaga.    |
| Gehring, Louis.....       | Brooklyn.....        | Kings.       |
| Gilmore, William.....     | New York.....        | New York.    |
| Glosque, Joseph, Jr.....  | Yonkers.....         | Westchester. |
| Glosque, Peter.....       | Yonkers.....         | Westchester. |
| Glynn, Martin.....        | New York.....        | New York.    |
| Goor, John.....           | New York.....        | New York.    |
| Goreth, Joseph.....       | Wallkill.....        | Orange.      |
| Grant, Robert H.....      | New York.....        | New York.    |
| Gray, George.....         | Brooklyn.....        | Kings.       |
| Gurnee, William.....      | Wallkill.....        | Orange.      |
| Hackett, William H.....   | New York.....        | New York.    |
| Hadden, Benjamin F....    | Brooklyn.....        | Kings.       |
| Haight, Tilson W.....     | New York.....        | New York.    |
| Hamm, George.....         | Brooklyn.....        | Kings.       |
| Hamm, Henry.....          | New York.....        | New York.    |
| Hanneman, Herman.....     | New York.....        | New York.    |
| Hannon, Stephen.....      | Kingston.....        | Ulster.      |
| Hanson, William.....      | New York.....        | New York.    |
| Harris, William I.....    | New York.....        | New York.    |
| Harth, Robert.....        | New York.....        | New York.    |
| Hartnett, Dennis.....     | New York.....        | New York.    |
| Hawley, William E.....    | Hamden.....          | Delaware.    |
| Hayes, Jeremiah.....      | Brooklyn.....        | Kings.       |
| Heertt, Herman.....       | New York.....        | New York.    |
| Hennessey, James.....     | New York.....        | New York.    |
| Henriques, Herbert H..... | Brooklyn.....        | Kings.       |
| Henry, Robert J.....      | York.....            | Livingston.  |
| Herrmann, Louis.....      | New York.....        | New York.    |
| Hogan, John.....          | Albany.....          | Albany.      |
| Houck, Frank M.....       | Arkwright.....       | Chautauqua.  |
| Hunter, Samuel H.....     | Troy.....            | Rensselaer.  |
| Ingebrand, John, Jr.....  | New York.....        | New York.    |
| Isaacs, Benjamin.....     | New York.....        | New York.    |
| Izquierdo, Arthur.....    | New York.....        | New York.    |
| Jackson, Rennie H.....    | Saratoga Springs.... | Saratoga.    |
| Jacobs, Jacob.....        | Brooklyn.....        | Kings.       |
| Jaynes, John W.....       | New York.....        | New York.    |
| Johnson, Philip.....      | North Greenbush....  | Rensselaer.  |
| Johnston, Robert D.....   | New York.....        | New York.    |
| Kaiser, Charles.....      | New York.....        | New York.    |

| Name.                        | Town.              | County.      |
|------------------------------|--------------------|--------------|
| Keegan, Teddy.....           | Brooklyn.....      | Kings.       |
| Keiserwetter, Charles.....   | New York.....      | New York.    |
| Kennedy, Henry J.....        | New York.....      | New York.    |
| Kerr, Robert S.....          | New York.....      | New York.    |
| King, Emmet.....             | Richmondville..... | Schoharie.   |
| Kistler, Charles J.....      | New York.....      | New York.    |
| Kistler, Jacob A.....        | New York.....      | New York.    |
| Kistler, Joseph.....         | New York.....      | New York.    |
| Knox, Frederick.....         | Brooklyn.....      | Kings.       |
| Koenig, Carl.....            | New York.....      | New York.    |
| Koffer, John.....            | New York.....      | New York.    |
| Krekel, George.....          | New York.....      | New York.    |
| Kriecheldorff, William.....  | New York.....      | New York.    |
| Lamm, Herman.....            | Brooklyn.....      | Kings.       |
| Lawton, Ralph.....           | Great Valley... .. | Cattaraugus. |
| Lehmer, Charles.....         | New York.....      | New York.    |
| Levy, Joshua.....            | Brooklyn.....      | Kings.       |
| Long, Richard.....           | New York.....      | New York.    |
| Long, Walter.....            | New York.....      | New York.    |
| Long, Willam, Jr.....        | New York.....      | New York.    |
| Loos, George W.....          | Claverack.....     | Columbia.    |
| Lorcer, Theodore.....        | New York.....      | New York.    |
| Losey, John E.....           | Deer Park.....     | Orange.      |
| Lynch, William.....          | New York.....      | New York.    |
| Lyons, John W.....           | Brooklyn.....      | Kings.       |
| Lyons, Lewis F.....          | New York.....      | New York.    |
| Maddock, Thomas.....         | New Rochelle.....  | Westchester. |
| Manchester, George.....      | Middleburg.....    | Schoharie.   |
| Marks, Morris.....           | New York.....      | New York.    |
| Marshall, Leslie G., Jr..... | Rye.....           | Westchester. |
| Marshall, Winfield E.....    | Rye.....           | Westchester. |
| Mayer, Emil.....             | New York.....      | New York.    |
| Maynard, Robert E.....       | New York.....      | New York.    |
| McConnell, Gibson.....       | Poughkeepsie.....  | Dutchess.    |
| McEvoy, John J.....          | Fishkill.....      | Dutchess.    |
| McKerahan, Edward.....       | New York.....      | New York.    |
| McMickle, Frank H.....       | Wallkill.....      | Orange.      |
| McVea, Robert.....           | New York.....      | New York.    |
| McVea, William.....          | New York.....      | New York.    |
| Meade, Peter.....            | Albany.....        | Albany.      |
| Meier, Anton.....            | Brooklyn.....      | Kings.       |
| Meyers, James.....           | Brooklyn.....      | Kings.       |

| Name.                        | Town.             | County.       |
|------------------------------|-------------------|---------------|
| Michael, Alexander.....      | New York .....    | New York.     |
| Millard, Bertie B.....       | Beekman .....     | Dutchess.     |
| Miller, George W .....       | New York .....    | New York.     |
| Miller, Max.....             | New York .....    | New York.     |
| Minotti, Carlo.....          | New York .....    | New York.     |
| Mitchell, Benjamin .....     | New York .....    | New York.     |
| Mitchell, Peter, Jr.....     | New York .....    | New York.     |
| Moore, John.....             | New York .....    | New York.     |
| Moore, William, Jr....       | New York .....    | New York.     |
| Morrison, Matthew H., Jr...  | New York .....    | New York.     |
| Moeslein, Eugene.....        | New York .....    | New York.     |
| Muench, Henry.....           | Brooklyn .....    | Kings.        |
| Mull, Charles F.....         | Albany .....      | Albany.       |
| Neal, William S.....         | Bloomsburg .....  | Pennsylvania. |
| O'Brien, John....            | New York .....    | New York.     |
| Ogle, James.....             | Newburg .....     | Orange.       |
| Ogle, Robert.....            | Newburg .....     | Orange.       |
| Ogle, William.....           | Newburg .....     | Orange.       |
| O'Sullivan, Richard M.....   | New York .....    | New York.     |
| Parrish, John F.....         | Jackson .....     | Washington.   |
| Paul, Andrew.....            | Brooklyn .....    | Kings.        |
| Pechette, Charles.....       | Cohoes .....      | Albany.       |
| Peterson, Herman A.....      | Brooklyn .....    | Kings.        |
| Pickruhl, Charles R.....     | Brooklyn .....    | Kings.        |
| Pitt, William J.....         | Haverstraw .....  | Rockland.     |
| Plunkett, James.....         | New York .....    | New York.     |
| Postlethwaite, William D.... | New Orleans ..... | Louisiana.    |
| Powers, James.....           | Flushing.....     | Queens.       |
| Prinsinzing, Henry.....      | New York .....    | New York.     |
| Probst, Herman.....          | New York .....    | New York.     |
| Quigg, Henry.....            | New York.....     | New York.     |
| Quigg, John.....             | Kingston.....     | Ulster.       |
| Rappholdt, Edward.....       | New York.....     | New York.     |
| Redington, Peter F.....      | New York.....     | New York.     |
| Redmond, Harry.....          | Yonkers.....      | Westchester.  |
| Reiff, Anthony C.....        | Brooklyn.....     | Kings.        |
| Reimann, William.....        | Liberty.....      | Sullivan.     |
| Resue, Wesley.....           | Olive.....        | Ulster.       |
| Roberts, John J.....         | New York.....     | New York.     |
| Robinson, Stanley.....       | New York.....     | New York.     |
| Rosenthal, Joseph.....       | New York.....     | New York.     |
| Rumpf, Charles.....          | New York.....     | New York.     |

| Name.                     | Town.                 | County.      |
|---------------------------|-----------------------|--------------|
| Russell, Frank E.....     | Brooklyn.....         | Kings.       |
| Ryckman, William A.....   | New York.....         | New York.    |
| Salmond, Andrew J.....    | Dunkirk.....          | Chautauqua.  |
| Sanford, Charles J.....   | Rhinebeck.....        | Dutchess.    |
| Sartor, Albert.....       | New Lots.....         | Kings.       |
| Scharlin, Jacob.....      | New York.....         | New York.    |
| Schleich, Martin, Jr..... | Brooklyn.....         | Kings.       |
| Schmidt, George.....      | New York.....         | New York.    |
| Schneider, Edward.....    | New York.....         | New York.    |
| Schreiner, Conrad.....    | Sand Lake.....        | Rensselaer.  |
| Scudder, Jonas S.....     | Huntington.....       | Suffolk.     |
| Seiderer, Charles.....    | Hudson.....           | Columbia.    |
| Seigler, Albert.....      | New York.....         | New York.    |
| Sherran, Charles.....     | Hempstead.....        | Queens.      |
| Short, William E.....     | Kingston.....         | Ulster.      |
| Shufelt, Edward.....      | Cincinnati.....       | Cortland.    |
| Silliman, Frank D.....    | Fulton.....           | Schoharie.   |
| Slaven, Henry.....        | Unadilla.....         | Otsego.      |
| Smith, Burdette.....      | Albany.....           | Albany.      |
| Smith, Nicholas.....      | New York.....         | New York.    |
| Smith, Orlando D.....     | Grahamville.....      | Sullivan.    |
| Somel, Louis.....         | New York.....         | New York.    |
| Spells, William H.....    | Deer Park.....        | Orange.      |
| Spilker, Frederick.....   | Long Island City..... | Kings.       |
| Stacy, Albert.....        | Palmyra.....          | Wayne.       |
| Stauch, John.....         | New York.....         | New York.    |
| Stern, Bernard.....       | New York.....         | New York.    |
| Stryker, Frank A.....     | Brooklyn.....         | Kings.       |
| Suk, Anton.....           | New York.....         | New York.    |
| Taplin, John E.....       | Brooklyn.....         | Kings.       |
| Taylor, Walter B.....     | New York.....         | New York.    |
| Thies, Henry G.....       | New York.....         | New York.    |
| Thompson, Charles T.....  | Brooklyn.....         | Kings.       |
| Thompson, James.....      | New York.....         | New York.    |
| Thompson, Robert J.....   | Yonkers.....          | Westchester. |
| Timberger, Ignatz.....    | New York.....         | New York.    |
| Toohey, Joseph.....       | New York.....         | New York.    |
| Tornsey, John.....        | Ninneville.....       | Essex.       |
| Totten, Oscar J.....      | New York.....         | New York.    |
| Turner, Frank.....        | Brooklyn.....         | Kings.       |
| Tweed, Richard R.....     | Brooklyn.....         | Kings.       |
| Tyler, Ira W.....         | New York.....         | New York.    |

| Name.                      | Town.         | County.      |
|----------------------------|---------------|--------------|
| Van Seggar, John H. ....   | New Lots..... | Kings.       |
| Vincent, Alexander B. .... | New York..... | New York.    |
| Wagele, Antoine.....       | New York..... | New York.    |
| Wankowski, Frank.....      | Ossining..... | Westchester. |
| Watkins, William, Jr.....  | Albany.....   | Albany.      |
| Watson, William W.....     | Yonkers.....  | Westchester. |
| Whalen, Edward.....        | New York..... | New York.    |
| Wilson, James B.....       | Brooklyn..... | Kings.       |
| Winbon, John J.....        | Schodack..... | Rensselaer.  |
| Winne, Solomon H.....      | Kingston..... | Ulster.      |
| Woodin, Lister.....        | Dover.....    | Dutchess.    |
| Wooley, Charles E.....     | New York..... | New York.    |
| Wormer, Edmund R.....      | Albany.....   | Albany.      |
| Zerovitch, Harry.....      | New York..... | New York.    |
| Zundell, Robert.....       | New York..... | New York.    |

## FEMALES.

|                            |                 |              |
|----------------------------|-----------------|--------------|
| Aird, Catherine.....       | New York.....   | New York.    |
| Anderson, Elizabeth M..... | Brooklyn.....   | Kings.       |
| Anderson, Henrietta.....   | New York.....   | New York.    |
| Antusch, Amelia.....       | Newton.....     | Queens.      |
| Atwell, Ida M.....         | Denning.....    | Ulster.      |
| Austin, Almeda M.....      | Watertown.....  | Jefferson.   |
| Austin, Nellie.....        | Hudson.....     | Columbia.    |
| Averell, Edith.....        | Brooklyn.....   | Kings.       |
| Baldwin, Catherine.....    | Cambridge.....  | Washington.  |
| Bammann, Emma.....         | New York.....   | New York.    |
| Barnett, Charlotte A.....  | Brooklyn.....   | Kings.       |
| Barrett, Aleeta F.....     | Bedford.....    | Westchester. |
| Beesmer, Cora J.....       | Olive.....      | Ulster.      |
| Bennett, Erie.....         | Horicon.....    | Warren.      |
| Blackman, Katie.....       | Deer Park.....  | Orange.      |
| Blaum, Josephine.....      | Brooklyn.....   | Kings.       |
| Bogatiska, Margaret.....   | New York.....   | New York.    |
| Bolender, Jennie.....      | Brooklyn.....   | Kings.       |
| Bologne, Josephine.....    | New York.....   | New York.    |
| Bopp, Katie.....           | New York.....   | New York.    |
| Boyd, Margaret.....        | New York.....   | New York.    |
| Branfuhr, Mary.....        | New York.....   | New York.    |
| Brisco, Henrietta.....     | New York.....   | New York.    |
| Brown, Minnie,.....        | New York.....   | New York.    |
| Buss, Johanna.....         | Middletown..... | Richmond.    |



| Name.                      | Town.                 | County.      |
|----------------------------|-----------------------|--------------|
| Byron, Florence M.....     | New York.....         | New York.    |
| Cheek, Mary E.....         | New York.....         | New York.    |
| Colligan, Lena.....        | New York. ....        | New York.    |
| Craig, Agnes.....          | Brooklyn.....         | Kings.       |
| Crolius, Grace.....        | New York.....         | New York.    |
| Crolius, May C.....        | New York.....         | New York.    |
| Curci, Francesca.....      | New York.....         | New York.    |
| Davenport, Lillie.....     | New York.....         | New York.    |
| Davis, Clara E.....        | New York.....         | New York.    |
| Davis, Hannah.....         | New York.....         | New York.    |
| Davis, Rachel.....         | Fly Mountain.....     | Ulster.      |
| Day, Lura.....             | Tompkins.....         | Delaware.    |
| Decker, Georgie.....       | Montgomery.....       | Orange.      |
| Derrick, Ellen.....        | Long Island City..... | Queens.      |
| Devoe, Ida M.....          | Mt. Pleasant.....     | Westchester. |
| Donoho, Margaret A.....    | New York. ....        | New York.    |
| Eaton, Mary.....           | Brooklyn.....         | Kings.       |
| Ecka, Mina.....            | Brooklyn.....         | Kings.       |
| Fenalli, Lagai.....        | New York.....         | New York.    |
| Finch, Elva.....           | Fulton .....          | Schoharie.   |
| Fish, Mabelle S.....       | New Castle.....       | Westchester. |
| Fisher, Lizzie.....        | New York.....         | New York.    |
| Flanagan, Elizabeth.....   | Newburgh.....         | Orange.      |
| Frantz, Ella M. ....       | Ellenville.....       | Ulster.      |
| Freeholder, Eva.....       | New York.....         | New York.    |
| Gabie, Florence.....       | Yonkers.....          | Westchester. |
| Gantz, Rachel....          | Brooklyn.....         | Kings.       |
| Gartland, Catherine E..... | Brooklyn.....         | Kings.       |
| Gibbs, Maud.....           | Brooklyn.....         | Kings.       |
| Glosque, Mary.....         | Yonkers.....          | Westchester. |
| Grant, Maud.....           | Newburgh.....         | Orange       |
| Gray, Edith P.....         | Barker .....          | Broome.      |
| Hamilton Martha A.....     | Cobleskill.....       | Schoharie.   |
| Hand, Florence H.....      | Brooklyn.....         | Kings.       |
| Hasty, Martha.....         | New York.....         | New York.    |
| Hawkins, Frankie C.....    | Oswego.....           | Oswego.      |
| Haws, Hattie.....          | New York.....         | New York.    |
| Helst, Mary.....           | New York.....         | New York.    |
| Hicks, Charlotte H.....    | Red Hook.....         | Dutchess.    |
| Hoag, Sarah J.....         | New York.....         | New York.    |
| Hollister, Daisy.....      | New York.....         | New York.    |
| Horle, Matilda.....        | New York.....         | New York.    |

| Name.                     | Town.            | County.      |
|---------------------------|------------------|--------------|
| House, Eliza M. ....      | Brooklyn.....    | Kings.       |
| Howard, Annie M. ....     | Colchester ..... | Delaware.    |
| Hunt, Katie.....          | Gates .....      | Monroe.      |
| Jaycox, Martha.....       | New York.....    | New York.    |
| Jost, Mena.....           | New York.....    | New York.    |
| Judge, Alice.....         | New York.....    | New York.    |
| Kaiser, Cornelia.....     | New Paltz.....   | Ulster.      |
| Keefe, Catherine.....     | Rockland.....    | Sullivan.    |
| Kelly, Mary A .....       | New York.....    | New York.    |
| Ketchum, Clara E.....     | Greenbush .....  | Rensselaer.  |
| Kilroy, Catherine.....    | Kingston.....    | Ulster.      |
| Knack, Catherine.....     | Fremont .....    | Sullivan.    |
| Knorr, Eliza.....         | New York.....    | New York.    |
| Kortright, Nellie.....    | New Lots....     | Kings.       |
| Kuehn, Bertha.....        | Fishkill .....   | Dutchess.    |
| Kugler, Annie C.....      | Ramapo.....      | Rockland.    |
| Kurz, Josephine.....      | New York.....    | New York.    |
| Landt, Lina.....          | New York....     | New York.    |
| Lang, Josephine.....      | New York.....    | New York.    |
| Larsson, Emma C.....      | Stony Point..... | Rockland.    |
| Levy, Jane.....           | New Lots.....    | Kings.       |
| Lewis, Mary A.....        | Albany .....     | Albany.      |
| Logue, Catherine.....     | Yonkers .....    | Westchester. |
| Long, Mary.....           | New York .....   | New York.    |
| Long, Nellie.....         | New York .....   | New York.    |
| Lovell, Antoinette V..... | Brooklyn .....   | Kings.       |
| Marks, Sarah.....         | New York.....    | New York.    |
| Martin, Mary A.....       | Albany.....      | Albany.      |
| Martin, May.....          | Riverhead.....   | Suffolk.     |
| McCatty, Ellen M.....     | Brooklyn.....    | Kings.       |
| McMickle, Malvina.....    | Wallkill.....    | Orange.      |
| McShane, Mary A.....      | New York.....    | New York.    |
| Millard, Cora L.....      | Beekman .....    | Dutchess.    |
| Miller, Eunice.....       | Gilboa .....     | Schoharie.   |
| Nicholson, Mary.....      | New York.....    | New York.    |
| Ogle, Elizabeth.....      | Newburgh.....    | Orange.      |
| Ottmer, Katie F.....      | Brooklyn.....    | Kings.       |
| Palmer, Elizabeth A.....  | Troy.....        | Rensselaer.  |
| Peter, Christina M.....   | New York.....    | New York.    |
| Peterson, Caroline.....   | Brooklyn .....   | Kings.       |
| Pfeffer, Mary C.....      | New York.....    | New York.    |
| Phillipski, Annie .....   | Yonkers.....     | Westchester. |

| Name.                       | Town.            | County.    |
|-----------------------------|------------------|------------|
| Pinder, Edna.....           | Middleburgh..... | Schoharie. |
| Poblinski, Bessie.....      | New York.....    | New York.  |
| Porter, Sarah A.....        | New York.....    | New York.  |
| Quevedo, May F.....         | Flatbush.....    | Kings.     |
| Rapp, Mary E.....           | Albany.....      | Albany.    |
| Richter, Jane.....          | New York.....    | New York.  |
| Rinneberg, Annie.....       | Brooklyn.....    | Kings.     |
| Rosenberg, Annie.....       | New York.....    | New York.  |
| Russell, Agnes.....         | Newburgh.....    | Orange.    |
| Sanford, Millie L.....      | Rhinebeck.....   | Dutchess.  |
| Schaefer, Catherine.....    | New York.....    | New York.  |
| Schoonmaker, Amanda.....    | Rochester.....   | Ulster.    |
| Snedden, Kate A.....        | New York.....    | New York.  |
| Solomon, Esther.....        | New York.....    | New York.  |
| Starbuck, Anna L.....       | Malta.....       | Saratago.  |
| Stockner, Alice.....        | New York.....    | New York.  |
| Taylor, Ella F.....         | New York.....    | New York.  |
| Taylor, Selina.....         | New York.....    | New York.  |
| Thadwald, Elizabeth.....    | New York.....    | New York.  |
| Thurston, Hannah.....       | Hempstead.....   | Queens.    |
| Tiedemann, Margaret....     | New York.....    | New York.  |
| Turner, Gertrude.....       | Brooklyn.....    | Kings.     |
| Tyrell, Jenevra.....        | Brooklyn.....    | Kings.     |
| Van Varick, Isabella S..... | New York.....    | New York.  |
| Vogel, Bertha.....          | New York.....    | New York.  |
| Waidler, Ann L.....         | Long Island..... | Queens.    |
| Weidmann, Lizzie.....       | New York.....    | New York.  |
| Wilson, Theresa.....        | New York.....    | New York.  |
| Young, Blanche.....         | New York.....    | New York.  |
| Zenner, Mary A.....         | Brooklyn.....    | Kings.     |
| Zettel, Johanna.....        | New York.....    | New York.  |
| Zwink, Emily.....           | New York.....    | New York.  |

## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected

and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves or their officers a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read the lips?
13. Is he cleanly or otherwise in habits?
14. Has he any acute disease, or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium or tobacco?
18. Has he ever been vaccinated or had the small pox?
19. Has he had the scarlet fever?
20. Has he had the measles?
21. Has he had the mumps?
22. Has he had the whooping cough?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?
24. Are there any other cases of deafness in the family, among relatives or ancestors?
25. What is the name of the father?
26. Where was he born?
27. What is the name of the mother?
28. Where was she born?
29. What is the name and post-office address of the correspondent?
30. What is the occupation of the father?
31. Have either of the parents died?
32. Has a second connection been formed by marriage?
33. Were the parents related before marriage—*e.g.*, cousins?
34. What are the names and ages of their children?
35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?
36. Has he any special mark or peculiarity of appearance?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given?

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## LAWS AND BLANK FORMS.

### RELATING TO THE ADMISSION OF PUPILS.

#### CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

*The people of the State of New York, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 20, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ;



## APPLICATION

**Dated.** .....18 .

..... } .....  
 ..... } ..... *of the town of* .....  
 Dated..... 18 .....

## FORM OF APPLICATION.

*To be sent to the Superintendent of Public Instruction, Albany, in case of candidates for admission twelve years of age and over.*

The undersigned.....of the town of.....in the county of .....do hereby certify that.....of said town, is deaf and dumb. The said.....was .....years of age on the....day of .....18..; is of good moral character, free from disease, and possesses intellectual faculties capable of instruction.

The names of the parents of the said.....are .....; and the said parents have resided in the State for the last three years. They respectfully apply for the appointment of said..... as a State pupil in the New York Institution for the Instruction of the Deaf and Dumb ; and I would recommend the application to the favorable consideration of the Superintendent of Public Instruction. The parents are unable to provide the said.....with clothing.\*

Dated.....18 ..

..... } .....  
                   } ..... *of the town of* .....  
                   } .....

To the Superintendent of Public Instruction, Albany.

\*In case the parents are able to provide clothing, the above sentence should be erased.

# FORM OF BOND.

Know all men by these presents, that we.....of  
 .....in the county of.....and State  
 of....., and.....of.....  
 in the county of.....and State of.....are  
 held and firmly bound unto....., the treasurer of the New  
 York Institution for the Instruction of the Deaf and Dumb, and his  
 successors in office in the sum of.....dollars, for  
 which payment, well and truly to be made, we bind ourselves, our  
 heirs, executors, and administrators, jointly and severally, firmly by  
 these presents.

Sealed with our seals. Dated at.....this.....  
 day of.....A. D....

Whereas.....of.....in the county  
 of.....and State of.....has  
 been or is about to be admitted as a pupil in the Institution aforesaid :

Now, therefore, the condition of this obligation is such, that if  
 the above named obligors shall well and truly pay, during the con-  
 tinuance of the said....., as such pupil, the sum of  
 three hundred dollars per annum for....board and tuition, semi-  
 annually in advance, and shall also pay in advance the sum of fifty  
 dollars a year for clothing, and shall also pay on demand all sums  
 charged to the account of said.....for money or necessary  
 articles furnished to said.....; and shall also pay interest  
 on each bill, from and after the time it shall become due, then this  
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
 presence of }

..... [L. S.]  
 ..... [L. S.]

### SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth street, to One Hundred and Sixty-Third street on Tenth Avenue.

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### PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

---

### FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | JOHN ALSTYNE,             |
| WILLIAM DENNISTOUN,   | SETH GROSVENOR,           |
| ELIZABETH DEMILT,     | SIMON V. SICKLES,         |
| MADAME ELIZA JUMEL,   | THOMAS C. CHARDAVOYNE,    |
| SARAH STAKE,          | JAMES ANDERSON,           |
| SARAH DEMILT,         | THOMAS FRIZZELL THOMPSON, |
| JOHN NOBLE,           | THOMAS RILEY,             |
| THOMAS EGGLESTON,     | JAMES N. COBB,            |
| SAMUEL S. HOWLAND,    | ELIZABETH GELSTON,        |
| THOMAS EDDY,          | ROBERT C. GOODHUE,        |
| BENJ. F. WHEELWRIGHT, | DANIEL MARLEY,            |
| MARIA M. HOBBS,       | ELIZA MOTT,               |
| BENJAMIN ABRAMS,      | SAMUEL WILLETTS,          |
| JAMES KELLY.          |                           |



# SEVENTIETH ANNUAL REPORT

AND

## DOCUMENTS

OF THE

### New York Institution

FOR THE

### Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1888.

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NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

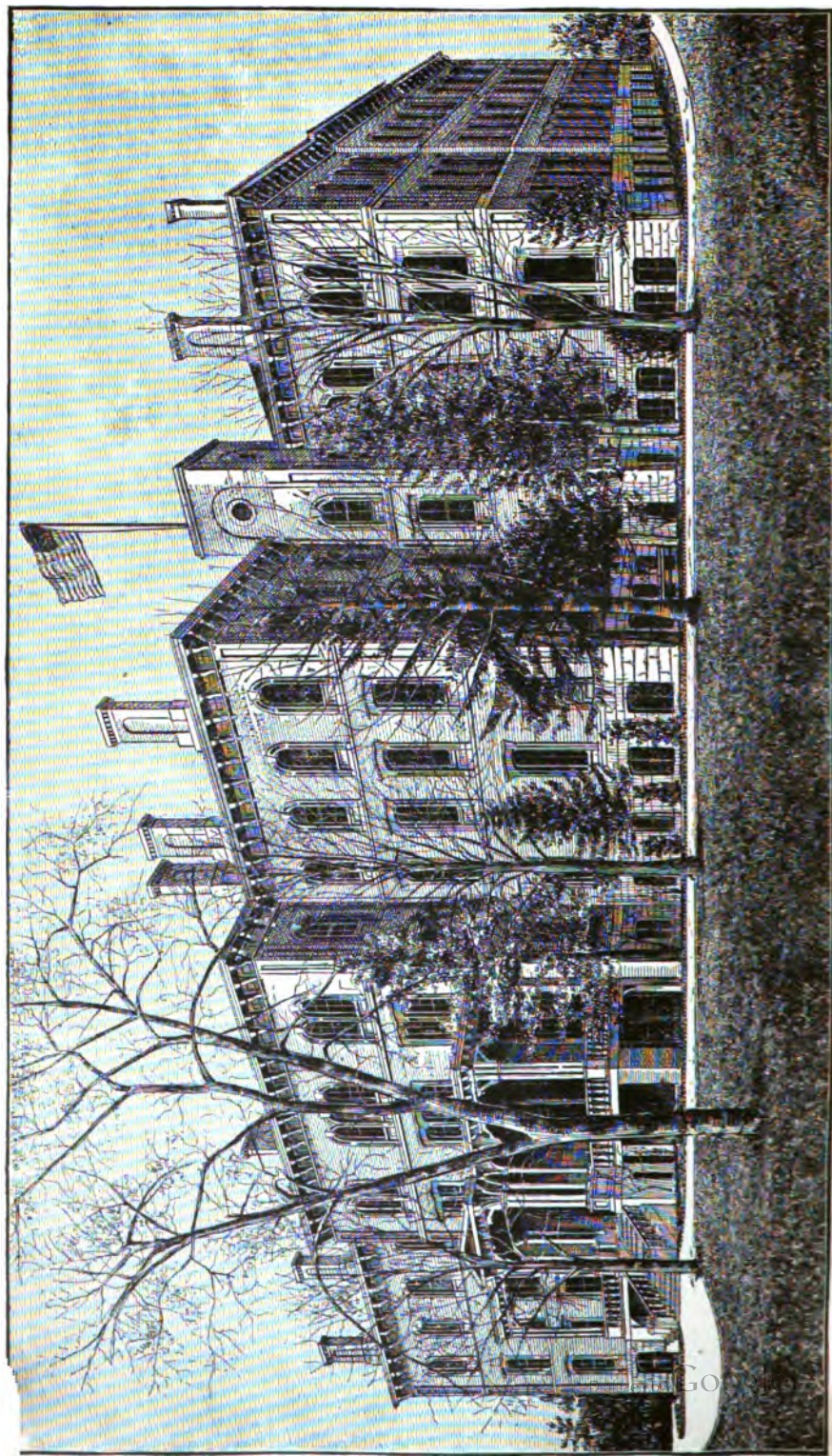
1889.

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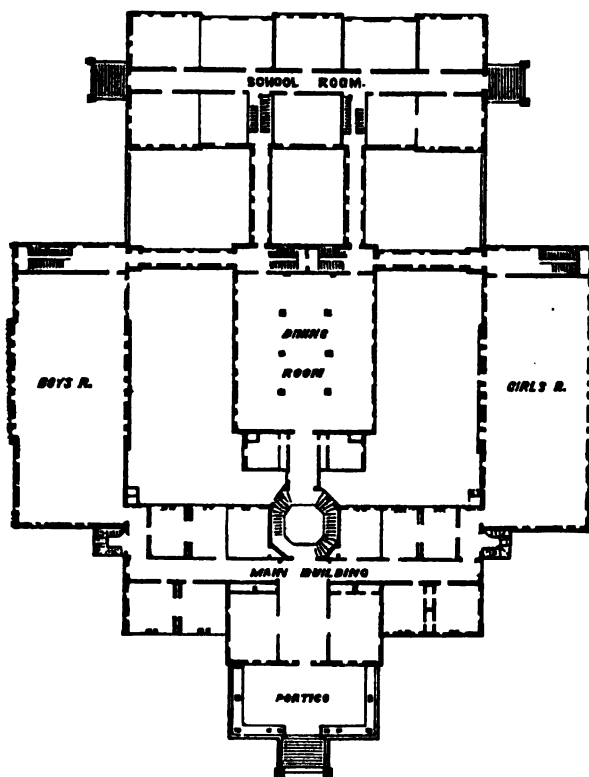








THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building).

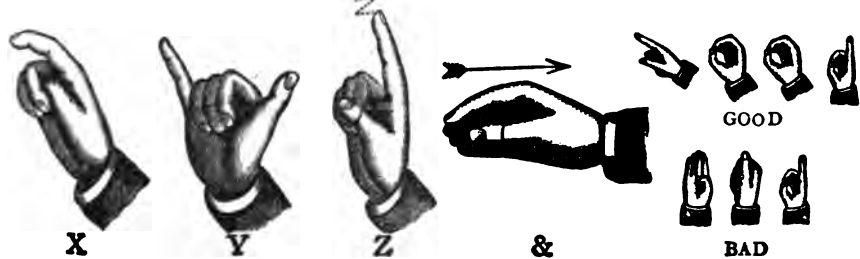
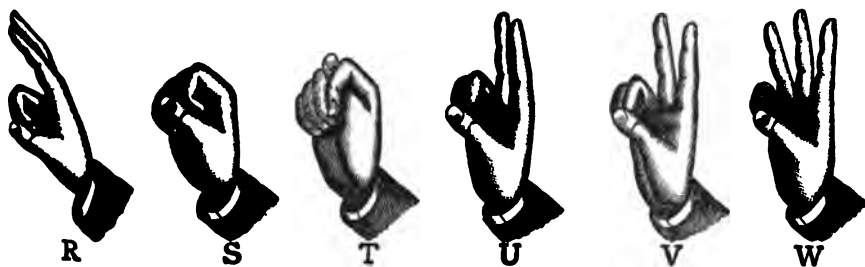
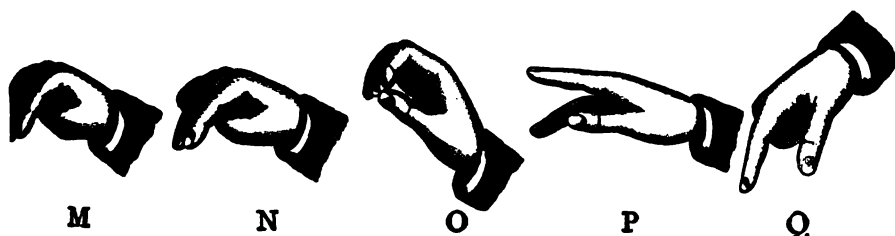
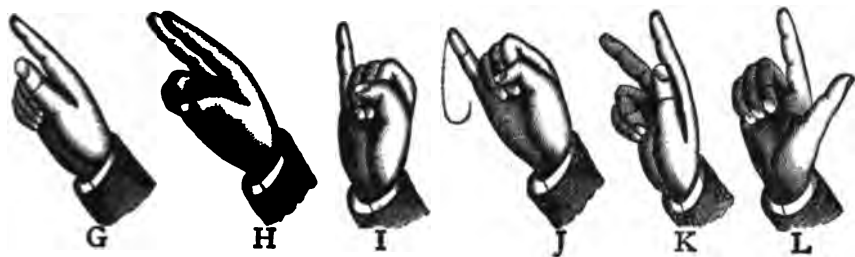
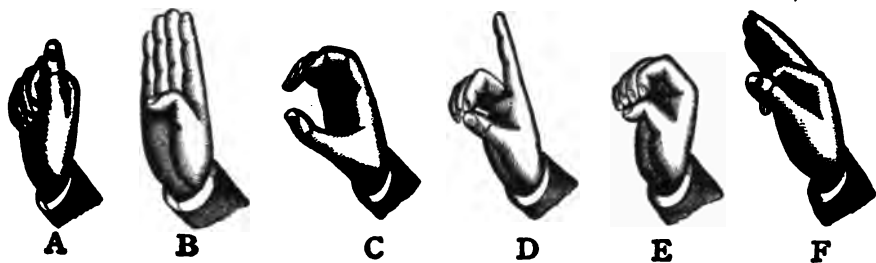


PRINCIPAL FLOOR.  
SCALE.

0 10 20 30 40 50 60 70 80 90 100

Have you been thinking for some time about the school building for 1908-09?







# OFFICERS AND DIRECTORS.

---

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SECOND VICE-PRESIDENT,

MORRIS K. JESUP.

TREASURER,

GEORGE A. ROBBINS.

SECRETARY,

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---

*First Class—Term expires May, 1889.*

|                               |                               |
|-------------------------------|-------------------------------|
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*Second Class—Term expires May, 1890.*

|                     |                     |
|---------------------|---------------------|
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| EDWARD M. TOWNSEND, | GEORGE A. ROBBINS,  |
| THATCHER M. ADAMS,  | WILLIAM M. HALSTED, |
| GEORGE F. BETTS,    | WALTER H. LEWIS.    |

*Third Class—Term expires May, 1891.*

|                              |                            |
|------------------------------|----------------------------|
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| JOHN T. TERRY,               | FREDERICK JAMES DEPEYSTER. |

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(The Visiting Committee is changed every month.)

*Committee on Nominations.*

MORRIS K. JESUP,

AVERY T. BROWN,

EVERETT HERRICK, M.D.





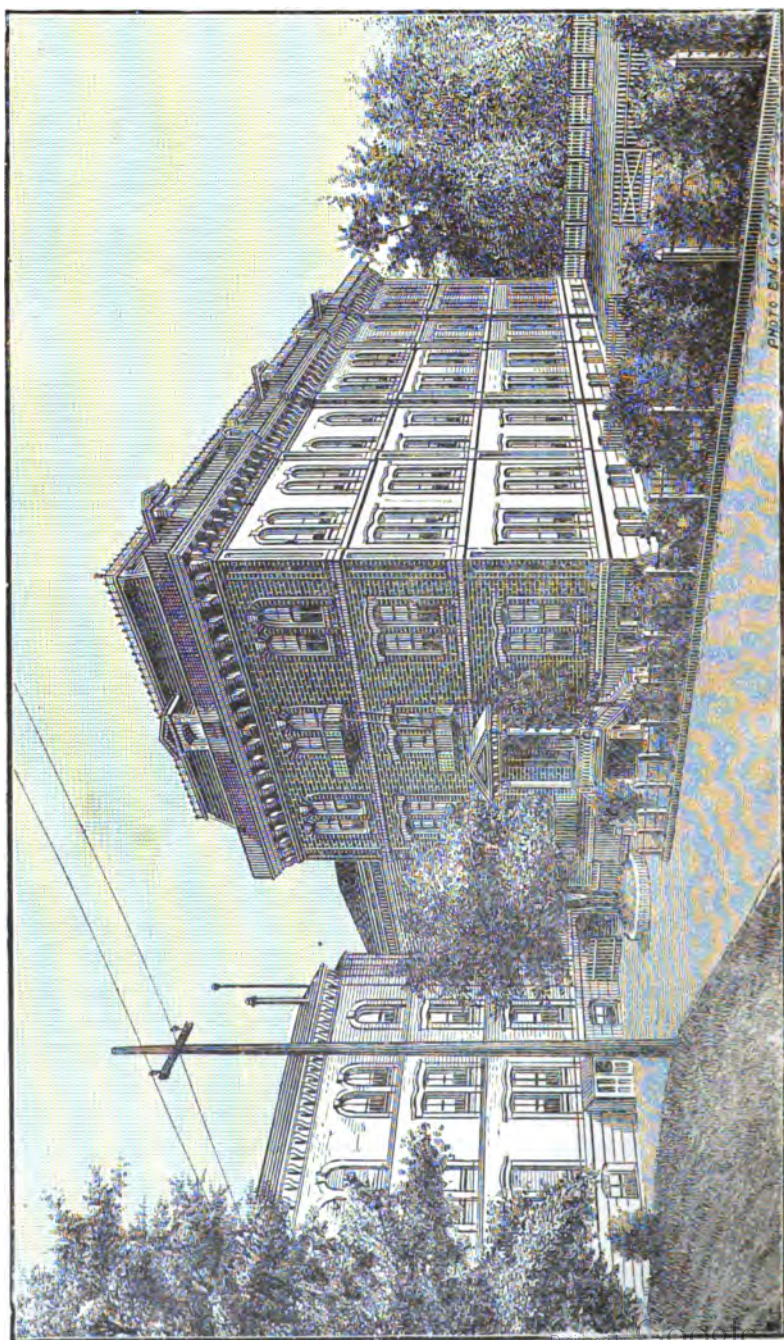


PHOTO. BING & CO. N.Y.

ACADEMICAL BUILDING.

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EMILY McALLISTER, *Assistant.*

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DEPARTMENT OF INDUSTRIAL AND TECHNICAL ART.

*Managing Professor.*

MADAME SARAH E. LePRINCE.

GEORGIE DECKER, *Assistant.*

---

\*Absent on leave.

# ADMINISTRATIVE DEPARTMENT.

---

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## ATTENDING PHYSICIAN.

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## CONSULTING PHYSICIANS.

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GEORGE A PETERS, M.D.

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C. N. BRAINERD.

## ASSISTANT STEWARD.

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## CLERK.

GEO. P. GREENLEAF.

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MRS. SUSAN L. HENRY.

## ASSISTANTS.

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MISS MYRA M. LONG—Matron of Primary Department.

MISS SARAH H. McCREADY—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

## NURSE.

MISS SARAH A. FRASER.

## SUPERVISORS.

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MARY E. MONTGOMERY.

JOHN H. BRENDALL,

MRS. RACHEL A. COOK,

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JENNIE WILLIAMS,

ELIZABETH WARRING.

## ENGINEER.

JOSEPH H. BANKS.

## NIGHT WATCH.

FREDERICK A. GERLOFF,

GEORGE P. OGILVIE,

(*Vacancy.*)







TRADES SCHOOL BUILDING.

# INDUSTRIES AND TRADES.

---

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JOHN LECHTHALER.

### TAILORING.

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### GARDENING.

ALBERT METZGER.

### BAKING.

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### DRESS-MAKING.

EMMA KING.

### SHIRT-MAKING.

JANE CULLEN.

### PLAIN SEWING.

HANNAH BARRY.





## SEVENTIETH ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb respectfully present to the Legislature of the State of New York, their Seventieth Annual Report, for the year ending September 30th, 1888.

With this are also submitted the separate reports of the Principal, Superintendent, Physician, Treasurer, and Committees on Annual Examination, which will give information in detail as to the condition of the Institution in each of its several departments, the methods pursued and the progress made.

From the Principal's Report, it will be seen that, in the academic year ending on the first Wednesday in September, 1888, there were under instruction, in the different classes, 363 pupils, of whom 242 were males and 121 females. Of these, there were present at the Annual Examination in June, 218 males and 111 females. The boys were taught in classes separate from the girls, and had nine gentlemen teachers and two lady teachers, most of whom taught two classes a day, one for four hours in the morning, and the other for four hours in the afternoon. The girls were taught, in eight classes, by four ladies.

During the year, a nearer approach has been made to perfecting the combined system of instruction, under which the different modes of expression by signs, the manual alphabet, writing and articulation, are made interchangeable.

The reading of books has apparently interested the pupils more than at any previous period, and the reading of the lips, which is more universal with us than in any other Institution where signs and the manual alphabet are used, has been practiced daily with the best results.

It now seems as if the great problem of what is the best system of teaching the deaf and dumb, which has been a vexed question for over a hundred years, was being solved by this union of methods, and there is every reason to believe that its superiority will be fully demonstrated.

Type-writing is taught in some of the classes, and Wyckoff, Seaman & Benedict, to whom we are indebted for the gift of two machines, one for general use, and the other the property of our blind deaf-mute, Richard T. Clinton, promise to obtain situations for our pupils, when they become expert.

The Report of the Committee on the Annual Examination, held in June last, will well repay perusal, by showing the high point of attainment our pupils have reached in their several grades.

In connection with the intellectual development of the pupils by systematic instruction, it has been the established policy of this Institution to give their pupils such industrial training as would qualify them to earn their own livelihood and to become working-members of the community. This policy has now been steadily pursued for twenty years, new lines of industry being followed, or old ones enlarged, as experience dictates, and one hundred and fifty of the boys and ninety-nine of the girls are now daily practically instructed in various trades and occupations, the class that is at school in the morning working in the shop in the afternoon, and *vice versa*, making thereby a restful interchange of mental and manual labor during each day. The results have been very gratifying, and if pupils are not removed too soon, but are allowed to go through the full course of training, they are able to find remunerative employment in their respective trades on leaving the Institution.

It is with regret that the statement must be made that this year the receipts have fallen \$4,648.23 below the expenses. There has been every effort made to conduct the Institution as economically as is consistent with the proper care and training and education of the children. But their helplessness in being deprived of hearing, renders much work in all departments necessary for them that would not be required in the case of hearing children. The fact, also, that the number of pupils has somewhat decreased, and that the receipts from the State have, this year, fallen off nearly \$6,000, while many expenses must necessarily remain as heretofore, will explain much of the deficiency.

This Board will constantly and earnestly endeavor in the future, as it has in the past, to carry out to the utmost the wishes of the State in regard to the education of its deaf-mutes, to make them healthy, intelligent, industrious citizens, and will apply to this purpose with economy all such funds as shall be entrusted to it.

All which is respectfully submitted.

In behalf of the Board of Directors,

ENOCH L. FANCHER,  
*President.*

THATCHER M. ADAMS,  
*Secretary.*

## Report of the Principal.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.*

GENTLEMEN :—There is something in the education of the congenitally deaf so peculiar, that interest once enlisted in it cannot abate. The circumstances in which they are placed at their birth are so abnormal, that they cannot imbibe, from the mere influence of their environment, the intellectual nourishment and stimulus that attends the existence of a hearing child. They, therefore, learn nothing except what is specifically taught them, and their mental development and their acquisition of the language of their country, depend upon philosophical, ingenious and persistent efforts, put forth in their behalf. Hence, it is the mission of an institution like this, to discover, develop and apply, the best system of instruction.

For evidence of the success that we have attained in this direction, I beg to refer you to the report of the Committee that conducted the annual examination in June last, which has already been submitted to you, and to the proceedings of a remarkable convention composed almost wholly of our graduates, held in Rochester, in the month of September, and which I attended with greater pride and pleasure than I ever before experienced on a similar occasion.

The vexed question of method in the instruction of the deaf and dumb, is as old as the days of De l'Epee of France, Heinicke of Germany, and Braidwood of England, who flourished in the eighteenth century, as the first teachers of schools as such, in contradistinction to those that had been engaged in private tuition, and of whom it will be remembered, - the first believed that the best means of reaching the mind of the deaf-mute, and of explaining the intricacies of written language, was a system of gestures that corresponded most nearly to his own natural idiosyncrasies of thought, while the other two attached such importance to the possession of speech, that the one made instruction in it precedent to the acquisition of alphabetical forms of expression, while the other regarded all efforts to convey correct ideas as futile without it.

That both Heinicke and Braidwood were extravagant in their views concerning the value of vocal utterance to those who cannot hear and

have never heard, is evident from the extraordinary mental development which has been attained by deaf-mutes in this country since the system of De l'Epee, improved by his successor, Sicard, was introduced in the year 1817. Not only have our pupils, under this system, been enabled to read books intelligently, and to express themselves in correct English, but their minds have been stored with information, and made active in the comprehension and discussion of living questions. In fact, in my opinion, no true deaf-mute, and I might almost add, no hearing person, who does not understand and use the language of gestures, can attain to the same intelligence that he would by its practice ; for significant signs are the photographs of ideas, while words convey them only by a series of approaches in which every fresh attempt brings the form of expression nearer to the thought.

Since the year 1851, it has been the custom for teachers of the deaf in this country, to hold "conventions" at average intervals of four years; and, for some years past, there have been held "conferences of Principals" midway between the conventions, so that, practically, every two years, we have had a gathering of experts, to discuss all questions connected with the education of the deaf and dumb and the amelioration of their condition.

Besides participating in most of these conventions and conferences, I have personally attended a convention of the Head Masters of the schools in Great Britain and Ireland, and two international congresses (one in Milan, Italy, and the other, in Brussels, Belgium), and have visited most of the representative schools abroad, and the conclusion I have reached, is, that the method of instruction which promises the best results, is that which shall engraft upon what may be called the American System as originally introduced into this country and improved by the labors of a succession of gifted and philosophic men, the distinctive features of the German and English systems.

The sign language, regarded as the basis, quickens, into intelligent activity, the dormant faculties of the uneducated deaf-mute, and has in it all of eloquence of which even the educated deaf-mute is susceptible. The significant and distinctive word-signs and phrase-signs devised in this Institution, enable the pupil to comprehend the force of individual terms, whether concrete or abstract, quite as perfectly as if he could hear ; and the manual alphabet, by which connected language is constantly presented to the pupil in the class room, has also proved a most valuable instrument.

It only remains to bring the pupil into as close relations as possible to the hearing and speaking community, by enabling him to read the lips of strangers, and to use, in articulate speech, the language which, with laborious effort, he has acquired in the Institution. To accom-

plish this, we are using what we call the Phonic Alphabet, an alphabet which employs the best and most distinctly visible positions of the organs of speech to represent the power of each letter, so that words *spelled* phonetically with this alphabet, are thereby truly *spoken* in such a way as to reach, with the greatest distinctness, both the eye of the deaf and the ear of the hearing. There is no "guess work" about it. The word is not inferred from its connection, but is recognized as a distinct entity, except in the case of that class of words which have different spellings and meanings with the same sound.

In many individual cases, we have succeeded in giving both rapid lip-reading and clear articulation. But our special effort during the last year has been to teach every pupil in every class to read the lips of his teacher, while our present effort is to train him to place his own organs of speech in the same position with those of his instructor, as, day by day, he goes through his drill in the phonic alphabet, and thus bring him to true articulation.

Judging from what has been accomplished thus far, the great majority of our pupils will probably be brought to such a facility in lip-reading that we shall be able to address them by slow, if not rapid speech, instead of using the manual alphabet for that purpose, while they will be able to show, by signs, that they understand, not only the meaning of every individual word, but the scope of what is said to them ; and a less, but considerable number, will be enabled to speak in at least that metallic voice which is peculiar to those who have never had any degree of hearing ; and fewer yet, assisted by present or past, but remembered hearing, will speak in a euphonious and agreeable manner. Meanwhile, we shall not have to blame ourselves for the failure which results from sacrificing the substance to the shadow ; and shall continue to turn out intelligent pupils, who can communicate with the world at large, through writing.

The number of pupils in attendance within the last fiscal year of the Institution was 377, of whom 249 were males and 128 females.

The number under instruction in the several classes within the academic year, the vacation terminating which, closed on the first Wednesday of September, 1888, was 363, of whom 242 were males and 121 females. Of these, there were present at the annual examination in June, 218 males and 111 females.

The boys were taught in classes separate from the girls, and had nine gentleman teachers and two lady teachers, most of whom taught two classes a day, one for four hours in the morning and the other for four hours in the afternoon, the entire number of classes being nineteen.

The girls were taught in eight classes, by four ladies. This separation of the sexes in the class-rooms is regarded as favorable to good

order and attention, undisturbed by the natural tendency to mutual attraction and repulsion when boys and girls are brought too much together, while, to the girls, it is of inestimable value, as it brings them under the special influence of Christian women, who, in daily intercourse, inculcate correct notions of life, and while cultivating amiability of disposition, confirm them in habits of propriety of demeanor.

There are set times, however, when the boys and girls are allowed to be together, under suitable supervision, that they may gain the reciprocal benefit arising from such association.

Throughout the year, the members of the classes in school in the morning, were taught trades, the arts of design, and other useful industrial occupations in the afternoon, the two divisions being changed every week, so that each could have alternately any advantage attaching to the portion of the day in which they were in session, sufficient time being allotted, in the arrangement of hours, for recreation and study out of school.

This education of the eye and hand, carried on *pari passu* with the intellectual training of our pupils, is of incalculable importance, as it not only habituates them to systematic and intelligent exertion, but also secures to them a means of obtaining an independent livelihood after their necessarily long term of instruction has been brought to a close.

To the many blessings derived from the intellectual, industrial and æsthetic life enjoyed by our pupils, has been added that which underlies all life worth living, the cultivation of moral and religious principle. Instruction in this direction has been entirely unsectarian, but the result has been the unfolding of their relations to their Heavenly Father and to their Redeemer, to those who, without such instruction, would have been as benighted as the heathen in foreign lands, upon whom the light of Christianity has never shone. Many of them have given evidence of sincere piety, by beautiful, unpretentious lives, and, with the consent or by the desire of their parents, have become members in full standing of Presbyterian, Episcopal, Methodist, Baptist, Roman Catholic, and other churches.

#### ACKNOWLEDGMENTS.

The library of the Institution, which now numbers 4,451 volumes, has been a source of great benefit to our pupils, who have also had access to the Mercantile Library, in which the Institution owns by presentation twenty-three shares, and to the Washington Heights Free Library, in our immediate vicinity, and who, during the last year, have developed an increasing taste for reading, that silent means of acquir-

ing knowledge and of communing with the master minds of all the ages.

This has been made a special object of attention by their literary society, known as "the Fanwood Literary Association," before which the pupils have been encouraged to communicate, for the general weal, the information they have obtained from books. In this connection, it gives us pleasure to return our thanks to Mr. H. H. Crocker, for his donation of seventy bound volumes on miscellaneous subjects and sixty unbound magazines.

Owing to the generous sympathy of Messrs. Wyckoff, Seamans & Benedict, who have not only provided us, free of cost, with two type-writers, one of which they presented personally to Richard T. Clinton, our blind deaf-mute pupil, but have also given assurance of employment to all who shall become expert in their use, type-writing has been successfully taught to all the pupils in three of the classes. We have now five type-writers in constant use, and shall not cease to be grateful for the facilities that have been so kindly afforded for securing to our pupils additional available resources for after life.

As an encouragement to proficiency in art, we have been greatly gratified by the generous offer, from Miss Elizabeth C. Jay, of a prize of twenty dollars to the pupil who, before May 1st, 1889, shall make the best sketch in pencil, charcoal, or paint, or clay modelling from animated nature.

Our thanks are also due for the following newspapers and periodicals, which have been sent free to the Institution for the use and enjoyment of its inmates.

*Monthly.*

Our Record, Buffalo, N. Y.  
The Mute Ranger, Austin, Texas.  
The Juvenile Ranger, Austin, Texas.  
The Sheltering Arms, New York City.  
The Sunday-School Journal, New York City.

*Semi-Weekly.*

The World, New York City.

*Weekly.*

Sunday-School Advocate, New York City.  
Deaf-Mute Record, Fulton, Mo.  
Silent Observer, Knoxville, Tenn.  
The Companion, Faribault, Minn.  
Maryland Deaf-Mute Bulletin, Frederick, Md. (Two copies.)  
Progress, New York City.

The Evangelist, New York City.  
 The Newburgh Weekly Journal, Newburgh, N. Y.  
 The Rome Sentinel, Rome, N. Y.  
 The Saratogian, Saratoga, N. Y.  
 The Weekly State Gazette, Trenton, N. J.  
 The Uptown Visitor, New York City.  
 The Kentucky Deaf-Mute, Danville, Ky.  
 The Goodson Gazette, Staunton, Va. (Two copies.)  
 The Deaf-Mute Mirror, Flint, Mich.  
 The Mute Chronicle, Columbus, Ohio.  
 The Wisconsin Deaf-Mute Times, Delavan, Wis.  
 The Deaf-Mutes' Journal, New York City. (Two copies.)  
 The Deaf-Mute Index, Colorado Springs, Colo.  
 The Tablet, Romney, West Va.  
 The Kansas Star, Olathe, Kan.  
 The Optic, Little Rock, Ark.  
 Our Little People, Rochester, N. Y. (Twenty-two copies.)  
 The Deaf-Mute Voice, Jackson, Miss.  
 The Utica Herald, Utica, N. Y.  
 The Daily News, Berkeley, Cal.

The courtesy with which, as your representative, I was personally treated at the Conference of Principals held, in the month of April last, at the Institution for the Deaf and Dumb in Jackson, Mississippi, by the Directors, Superintendent, and State officials, also calls for special acknowledgment.

All of which is respectfully submitted.

ISAAC LEWIS PEET,  
*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
 OF THE DEAF AND DUMB, Oct. 1, 1888.



## Report on the Annual Examination.

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JUNE 21, 1888.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.*

GENTLEMEN :—In accordance with the directions of your Board, the undersigned Committee, appointed to conduct the Annual Examination of the pupils, have performed the duty assigned to them and respectfully report :

The examinations were held simultaneously in all the classes on Thursday, June 21. The Chairman of the Committee overlooked the work in person, and passing through the class-rooms, distributed to the examiners the questions on the various subjects to which the pupils were required to give written answers. In the special examination of the High Classes, that of the Female department, under the instruction of Miss Ida Montgomery, and the Males, taught by Mr. William H. Bishop, the Committee were fortunate in having the assistance of Rev. Oliver Crane, D.D., of the Official Board of Examiners of the State Scientific College of New Jersey, whose report will be found appended hereto.

The classes of the Male Primary Department at the Mansion House, were examined by Mr. Charles W. Minor, A.M., of Tarrytown, whose report in detail is also appended. The examination of the Department of Art, under Madame Sarah E. Le Prince, had been previously completed by three artists of distinction, Messrs. James B. Smillie, N.A., and Edwin Howard Blashfield, A.N.A., and by Mrs. Blashfield, the results of whose inspection will be seen in their reports in their appropriate places. To the several gentlemen and the lady who participated in the work of examination, the Committee take this opportunity to extend their thanks for the very able assistance they rendered. The Committee further desire to express their appreciation of the general excellence of the work performed in the department conducted by Dr. Peet, as attested by the results of the examination.

In its inspection of the classes, the Committee were guided by the accompanying schedule, which supplied them with necessary information regarding the number of pupils under instruction during the year, the number present at the examination, the number of pupils in each class, their standing, according to the number of years they have been under instruction, and their special and general classification.

## SCHEDULE OF CLASSES, JUNE 21, 1888.

## I.—MALES.

| Class. | TEACHERS.              | Standing.             | Under instruction during the year. | Present at the Examination. |
|--------|------------------------|-----------------------|------------------------------------|-----------------------------|
| I.     | Thomas F. Fox.....     | 8 years.....          | 14                                 | 11                          |
| II.    | E. H. Currier.....     | 7 years.....          | 15                                 | 14                          |
| III.   | Walter B. Peet.....    | 6 years.....          | 16                                 | 15                          |
| IV.    | Walter B. Peet.....    | 5 years.....          | 16                                 | 14                          |
| V.     | E. H. Currier.....     | 4 years.....          | 11                                 | 9                           |
| VI.    | Thomas F. Fox.....     | 4 years.....          | 18                                 | 14                          |
| VII.   | Elizabeth M. Stryker.. | various.....          | 15                                 | 15                          |
| VIII.  | William G. Jones.....  | 3 years.....          | 15                                 | 14                          |
| IX.    | William G. Jones.....  | 2 years.....          | 21                                 | 20                          |
| X.     | Chester Q. Mann.....   | 1½ years.....         | 17                                 | 15                          |
| XI.    | Chester Q. Mann.....   | 1 week to ½ year..... | 12                                 | 11                          |

## KINDERGARTEN.

(Children under 10 years.)

|     |                       |                       |    |    |
|-----|-----------------------|-----------------------|----|----|
| I.  | Luann C. Rice.....    | 2 years.....          | 20 | 20 |
| II. | C. W. Van Tassell.... | 1 week to 1 year..... | 35 | 31 |

## SPECIAL CLASSES.

(Deaf, Dumb and Blind, 1. Hearing Mute, 1.)

|  |                    |  |              |  |   |  |   |
|--|--------------------|--|--------------|--|---|--|---|
|  | John H. Geary..... |  | various..... |  | 2 |  | 2 |
|--|--------------------|--|--------------|--|---|--|---|

## HIGH CLASS.

|  |                        |  |                    |  |     |  |     |
|--|------------------------|--|--------------------|--|-----|--|-----|
|  | William H. Bishop. ... |  | 8 to 11 years..... |  | 15  |  | 13  |
|  |                        |  |                    |  | 242 |  | 218 |

## II.—FEMALES.

|      |                       |                       |    |    |
|------|-----------------------|-----------------------|----|----|
| I.   | Ida Montgomery.....   | 7 years.....          | 16 | 15 |
| II.  | Jane T. Meigs.....    | 6 years.....          | 15 | 14 |
| III. | Jane T. Meigs.....    | 5 years.....          | 14 | 13 |
| IV.  | Myra L. Barrager..... | 4 years.....          | 15 | 13 |
| V.   | Myra L. Barrager..... | 3 years.....          | 12 | 10 |
| VI.  | Josephine L. Ensign.. | 2 years.....          | 17 | 16 |
| VII. | Josephine L. Ensign.. | 2 mos. to 1 year..... | 15 | 15 |

## HIGH CLASS.

|  |                     |  |                    |  |     |  |     |
|--|---------------------|--|--------------------|--|-----|--|-----|
|  | Ida Montgomery..... |  | 8 to 11 years..... |  | 17  |  | 15  |
|  |                     |  |                    |  | 121 |  | 111 |

RECAPITULATION.

| UNDER INSTRUCTION DURING<br>THE YEAR. |     | PRESENT AT THE EXAMINA-<br>TION. |     |
|---------------------------------------|-----|----------------------------------|-----|
| Males,                                | 242 | Males,                           | 218 |
| Females,                              | 121 | Females,                         | 111 |
| Total,                                | 363 | Total,                           | 329 |

LIP READING.

| TEACHERS.                 | Under instruction during<br>the year. |          |        | Present at the Ex-<br>amination. |          |        |
|---------------------------|---------------------------------------|----------|--------|----------------------------------|----------|--------|
|                           | Males.                                | Females. | Total. | Males.                           | Females. | Total. |
| E. H. Currier.....        | 26                                    | 13       | 39     | 23                               | 11       | 34     |
| Elizabeth M. Stryker..... | 15                                    |          | 15     | 15                               |          | 15     |
| Jane T. Meigs.....        |                                       | 13       | 13     |                                  | 13       | 13     |
| M. E. McAllister.....     | 52                                    | 12       | 64     | 50                               | 12       | 62     |
| Thomas F. Fox.....        | 32                                    |          | 32     | 25                               |          | 25     |
| Walter B. Peet.....       | 32                                    |          | 32     | 29                               |          | 29     |
| William H. Bishop.....    | 15                                    |          | 15     | 13                               |          | 13     |
| Mrs. A. T. Mann....       | 29                                    |          | 29     | 26                               |          | 26     |
|                           | 201                                   | 38       | 239    | 181                              | 36       | 217    |

AURAL DEVELOPMENT.

|                           |    |    |    |    |    |    |
|---------------------------|----|----|----|----|----|----|
| E. H. Currier.....        |    | 11 | 11 |    | 11 | 11 |
| Elizabeth M. Stryker..... | 4  | 7  | 11 | 4  | 7  | 11 |
| Jane T. Meigs.....        |    | 11 | 11 |    | 11 | 11 |
| M. E. McAllister.....     | 8  | 6  | 14 | 8  | 6  | 14 |
|                           | 12 | 35 | 47 | 12 | 35 | 47 |

DRAWING.

|                           |     |     |     |     |     |     |
|---------------------------|-----|-----|-----|-----|-----|-----|
| Mme. Sarah E. Le Prince.. | 240 | 121 | 361 | 216 | 111 | 327 |
|---------------------------|-----|-----|-----|-----|-----|-----|

A practical estimate of the progress made by the pupils in each of the twenty-three classes into which the school is divided, will be gleaned from the accompanying accounts of the studies pursued, with such details as limited space will permit.

#### MALE DEPARTMENT.

##### *Eleventh Class.*

In this class were the latest admissions above ten years of age, and those pupils in the earliest stage of instruction. They were twelve in number, with an average standing of from one week to one half of a year, and were under the instruction of Mr. Chester Q. Mann. The exercises included the names of twelve objects, which all recognized and wrote, while some more advanced had studied Dr. Peet's Language Lessons, and were able to count in words and figures from one to two hundred. The efforts of these pupils indicated the possession of dormant mental powers which, under the patient efforts of their industrious teacher, will eventually be awakened to activity.

##### *Tenth Class.*

Seventeen pupils, more advanced than those in the preceding class, composed this class, also taught by Mr. Mann. Their standing was eighteen months, and their text books included Dr. Peet's Language Lessons, Peet's Scripture Lessons, including the Lord's Prayer and the Ten Commandments, First Lessons in Arithmetic, and Lip Reading. The care and zeal of an able teacher were evinced in the replies to the questions given, such as : "What animals fly in the air?" "Who made the different kinds of animals?" "What is God?" "What is the largest number expressed by two figures?"

##### *Ninth Class.*

There were twenty-one boys in the ninth class, with a standing of two years, who were taught by Mr. William G. Jones. During the year, they had studied Goodrich's Child's History of the United States ; Mitchell's First Lessons in Geography ; Peet's Scripture Lessons ; Thomson's First Lessons in Arithmetic ; and had had exercises in the Phonic Alphabet, in Grammatical Symbols, and Original Sentences. They also wrote journals of daily events, and had had weekly lessons in drawing. A specimen of language taken from the first of these papers at hand reads : "Last Saturday I got up. I went down to the lavatory. I next went to the dining-room. Then I played till eight o'clock. Mr. M—— told me to go to the shop. I had a good time when I was in the city." This, though only one of many extracts that might be selected, attests to the satisfactory progress made by these pupils.

*Eighth Class.*

The eighth class was taught by Mr. William G. Jones. It contained fifteen pupils, whose standing was three years. The studies pursued had been History of the United States ; Monteith's Manual of Geography ; Peet's Scripture Lessons ; Thomson's First Lessons in Arithmetic ; and the Phonic Alphabet in connection with Monroe's Second Reader. The class had daily exercises in writing original sentences and journals of daily events, as well as in Grammatical Symbols, and weekly lessons in drawing. As specimens of the questions given these pupils, the following are selected : " For what was the year 1825 distinguished ? " " What was the fate of Absalom ? " " What will you do when you are at home ? " To the last question the following is an answer : " I shall help my father work in the garden. I hope that I shall go to Long Branch and to Coney Island this summer. "

*Seventh Class.*

In the seventh class, of which the standing is various there were fifteen pupils, taught by Mrs. E. M. Stryker. The outline of study embraced Dr. Peet's Scripture Lessons ; Mitchell's Elementary Geography ; Monroe's First Reader ; Lip Reading and Articulation ; and Exercises in Language, Penmanship, and Drawing. That these pupils had made progress was evident by their replies to questions like the following : " What warms the earth ? " " What beings have no souls ? " " Of what is paper made ? " " How can we be happy in this life ? " The language used by these pupils may be seen from the following extract from a journal : " This morning it is very beautiful, and it is very hot, too. To-day we are having our examination. Next week, all the pupils will go home and stay two months and two weeks. They will come back here again next September. "

*Sixth Class.*

There were in this class eighteen pupils, of four years' standing, under the instruction of Mr. Thomas F. Fox. The programme of study embraced the English language, through journals of daily events, and special exercises in and illustrations of idioms in common use. In Grammar, the fundamental principles were mastered, and the parts of speech learned with Dr. Peet's Chart of Predicates ; Arithmetic, Thomson's First Lessons to United States Money ; Penmanship, daily exercises ; Lip Reading daily, with the Phonic Alphabet as a basis ; Dr. Peet's Scripture Lessons ; Psalms, Hymns and Spiritual Songs, for Sunday Study ; Drawing, one hour each week. Among the questions given this class were : " What was the cause of the Civil War in the United States ? " " How was Slavery abolished in the United States ? " " What does *Sum* mean ? " " Give the *names* of the parts in Division ? "

"Write in words, \$5.23." "Give the symbols for the Parts of Speech." "Write sentences containing the words, *expect* and *except*." To the last was written: "We expect that Mr. B—— will give money for fire-crackers, on July 4th, to all the boys except the bad ones."

#### *Fifth Class.*

Mr. E. H. Currier was the instructor of this class, in which were eleven boys having a standing of four years. Their range of studies included English composition, (in which sentence building, letter-writing and journals received special attention,) Geography, History of the United States, Arithmetic, Bible Lessons, Hymns, Lip-Reading, Penmanship, and Drawing. The class showed up excellently in the various studies. A general idea of the language of these pupils can be obtained from the following extracts, copied from a specimen letter in the examination papers: "My Dear Parents: Now I sit down to write a letter to you, as I want to know how you are. There will be an exhibition in the chapel on the 26th of this month. The Directors will give diplomas to the pupils who have been at school for eight years. Are you coming to the exhibition? If you are not, I will write to you and tell you how it passes off. I am as well as usual. I hope you are well. I would like to work in a printing-office after the Fourth of July. Will you help me to get a job? Your affectionate son."

#### *Fourth and Third Classes.*

These two classes, embracing thirty-two pupils and representing a standing of five and six years respectively, were taught by Mr. Walter B. Peet, whose familiarity with the language of signs dates from his infancy, though himself able to hear and speak. The branches taught in each year were similar, embracing Geography, the History of the United States, Arithmetic, Scripture Lessons, Penmanship, and Lip-Reading, but the point in which the more advanced pupils showed the advantage they had derived from having been more years under instruction, was their ability to use and understand the English language, which had been made a special subject of study and an object of constant and unremitting practice. The answers to the test questions proposed, and the evident progress which they had made in composition and correctness and ease of expression, commended themselves to your committee.

#### *Second Class.*

There were in the second class, or that of the seventh year, fifteen pupils, under the instruction of Mr. E. H. Currier, a teacher of long experience. The studies of this class formed an advanced course, including exercises in English composition, Letter-writing and Journals; Six

Hundred Proverbs; Selections from "Carlton's" Encyclopædia in Astronomy, Chemistry, Geology, Geography and Physiology; Geographical Cards; Historical Cards (United States History); Arithmetic to Fractions; Bible and Hymns; Lip Reading and Drawing Lessons half an hour each week. In the use and comprehension of language, the class showed a familiarity that was most surprising as well as gratifying. As an illustration, we give the following extract, dashed off by one of the boys, at the beginning of the examination: "Our examination is already in progress. We are rather sweltering under its influence, but we have resolved to go through it safe and sound. We shall be more than glad when the examination is over." So numerous were the questions on all the subjects, which were equally well answered, that it would appear invidious to attempt the presentation of any specimens in particular, of the most excellent work of these pupils, with which your committee feel great satisfaction.

#### *First Class.*

In this class, the most advanced of the grammar department, there were fourteen youth, with a general standing of eight years, who were taught by Mr Thomas F. Fox, a most successful instructor. As most of the pupils had completed the regular course of study offered by the Institution, the course of instruction was an advanced one. The course included English Language and Composition; English Grammar, with Peet's Grammatical Symbols; Thomson's Complete Graded Arithmetic, to Percentage; the Book of Nature, embracing a study of Air, Heat, Light, Electricity, Magnetism and Gravitation; Bryant's Book-keeping, through Single Entry; Penmanship; Bible Lessons and Hymns; Lip Reading and Drawing. In the main branch of instruction, the English language and composition, the pupils passed a most creditable examination. The style of expression varied, but all shewed ease in expressing their thoughts in a clear style. As a specimen, the appended will do: "I do not feel much like writing, and I am really uncomfortable to-day. I am very warm and wish examination was over. After school, there is to be a base ball match between the waiters and monitors. I think the waiters will win. We are expecting to have a good time at our party to-morrow, and I am sure that it will be much more pleasant than examination." The Committee were very favorably impressed with the manner in which the class passed through all the subjects of the examination, which showed the care and diligence of both teacher and pupils.

#### JUVENILE DEPARTMENT.

The classes of this department occupy the Mansion House, in which fifty-five little boys live and have their school. All these children are

below the age of ten, their standing being from six months to four years. Their examination was conducted by Mr. Charles W. Minor, A.M., of Tarrytown, N. Y., whose views are given in the following report :

NEW YORK, June 25, 1888.

*" To the Committee of Examination :*

" GENTLEMEN :—In accordance with your invitation extended to me through Dr. Peet, I made a special examination, on Thursday, June 21st, of the boy pupils in your primary department, and I have the honor to submit herewith my report.

" There were present about fifty boys, who have been under the instruction of Mr. C. W. Van Tassell and Miss L. C. Rice. They were divided into five classes, the highest consisting of twenty, under Miss Rice, and the remaining four classes, under Mr. Van Tassell.

" The fifth class consists of four boys, who have been at the Institute from one week to one year. With the exception of one boy, they all knew the names of the twelve primary objects, used by Mr. Van Tassell in first teaching them, and were able to point to the name when the object was touched, or *vice versa*. Herman Lander, a member of this class, exhibited remarkable brightness. He has received instruction only four days, yet he knew these twelve primary objects by name, and could pick them out at random.

" The fourth class, consisting of eight boys (standing, five months to one year), not only knew the names of the twelve primary objects, but wrote them on their slates and also spelled them with their fingers. They also knew the letters of the written and manual alphabet.

" The third class, of seven boys (standing, eight months to two years), seemed much further advanced than the preceding. They had a knowledge of more words, including some verbs, which they used in the present and past tenses, and the pronouns, 'I,' 'you,' and 'he,' and they were also able to give the signs for the different words. Questions were asked them in writing; they made the signs for the words, and then wrote proper answers to the questions. They could count as far as ten, and their penmanship was very good. George MacDonald, a member of this class, was very bright and intelligent, and seemed to take a special interest in his studies.

" The second class, of sixteen boys (standing, from one to three years), were all able to give their names, ages and residences, which they wrote on their slates. They had command of more words, and understood the use of adjectives, and the conjunction 'and,' also the pronouns 'we,' 'you,' 'they,' 'him,' 'her,' and 'it,' and the possessive. They could also add simple numbers, and could translate from words to figures, and *vice versa*, numbers up to one hundred.



Their penmanship was clear and distinct, and in many cases much better than that of boys of a similar age who can speak and hear.

"The first class, under Miss Rice (standing, two years), were much further advanced than the other classes. The class is divided into two divisions, but was examined together.

"The following sentence was written on the blackboard for them: 'Henry, take four slates, three thin books and two empty boxes, from my closet, and put them on Edward's desk.'

"The class read the sentence in signs, and then Henry did as requested. Various questions were then asked, such as, 'What did Henry do?' 'How many things did Henry take?' 'Where did he put them?' 'Why did Henry take them?' and they were all answered correctly.

"Sentences with grammatical mistakes, such as 'His eyes am blue,' 'His face are thin,' etc., were given them for correction, and in every case the mistake was corrected. They all wrote a journal of what had transpired during the day, commencing from the time they assembled in the morning. These were all well written, and showed a clear perception of what was happening around them, and that they possessed the power of expressing their thoughts in words. A few mistakes were made, but when pointed out, were at once corrected.

"They all performed correctly examples in Addition, Subtraction and Multiplication.

"The books used in these classes are Dr. Peet's Text Books and Felter's Arithmetic.

"John Keiser, a semi-mute, has studied besides these, 'Foster's Story of the Bible' and 'Mitchell's Primary Geography.' He wrote a very good description of the Flood, and gave a correct definition of the word Planet.

"In addition to the above, six of the pupils, who receive instruction in lip reading and the use of Prof. Currier's double tube, were examined.

"The sentence, 'God is just,' was articulated by their teacher, Miss McAllister, and the boys wrote first the phonic signs as she made them with her lips, and then they wrote the equivalents in letters, until they had the whole sentence.

"With the use of Prof. Currier's double tube, some of the boys with whom the power of hearing is not entirely lacking, were able to hear what was said to them and repeat the same, in this manner, learning how to talk.

"Throughout the whole examination, the boys showed the result of much patience and careful training on the part of their teachers.

"All of which is respectfully submitted by

CHARLES W. MINOR."

*Special Class.*

This class was composed of Richard T. Clinton, who is blind, deaf and dumb, and William Neal, who, though he can hear, is unable to speak. Both are under the instruction of Mr. John H. Geary. Clinton has made great progress in his studies, which include daily compositions on the type writer, "Colburn's Mental Arithmetic," and selections in history and geography from "Carlton's Encyclopædia." Neal's improvement is gradual and promising. His studies were "Monroe's Primary Speller," Easy Reading Lessons, Penmanship, Dr. Peet's Phonic Alphabet, Writing from Dictation, and "Dr. Peet's Course of Instruction, Part I." The work of this class was very interesting, and highly satisfactory to your Committee.

## FEMALE DEPARTMENT.

*Seventh Class.*

There were in this class fifteen of the youngest little girls, whose average time at school was from two months to one year. They had been taught by Miss Josephine L. Ensign, who showed great ability in this department. Some of the children had been exercised in "Peet's Language Lessons," and had committed the Lord's Prayer to memory. In the examination, they readily distinguished the twelve objects, spelled the names on their fingers, and then wrote them on their slates. Their exercises were extremely interesting, and considering the age of the children, it was one of the pleasantest parts of the examinations your Committee witnessed.

*Sixth Class.*

The next higher class was composed of children who had been at school two years, and showed greater intelligence. They were also taught by Miss Ensign, who had drilled them in lessons in language, letter writing, and journals, and answers to given questions, Hymns, Scripture Lessons and the Ten Commandments, exercises in written numbers, Addition, Subtraction, and Multiplication, and Lessons in Penmanship and Drawing. These children used simple and correct language. For example, a description of Scotland is thus given: "Scotland is a country full of mountains. The people who live in Scotland are called Scotch. Lizzie F.'s father and mother were born in Scotland, so they are Scotch; but Lizzie herself was not born in Scotland, so she is not Scotch.

*Fifth Class.*

In the class of the third year there were twelve pupils, under the instruction of Miss Myra L. Barrager, a teacher of experience and great ability. The studies were General History and Geography from

"De Fontaine's Wisdom Teeth;" Arithmetic—Addition, Subtraction and Multiplication; Daily Exercises in Language, including Letters, Journals and Conversations; Scripture Lessons and Hymns; Drawing, half an hour each week. The papers of these pupils show a clear comprehension of the subjects comprising their course of study. Their language, as will be observed in the given specimen, shows how priceless a boon instruction is to the deaf: "It is a beautiful day, and our school room is full of sunshine. Last week, when I went home, I was pleased to talk with my father. He says my sister cannot write as well as I. He says I am getting smart and learning books. He asked me, if I liked my school? I said, I liked to go to school, and to learn to read and write. I feel very happy, and am thankful that I can read and write, even if I cannot hear."

#### *Fourth Class.*

This class is also under the instruction of Miss Barrager, and comprises fifteen pupils of four years' standing. They studied "Montieth's Geography," giving special attention to the United States; History of the United States, Mexico and Central America; Arithmetic, to United States Money; Scripture and Hymns; Drawing; and Exercises in Language. The latter subject received the special care of the teacher, and the result of her work as indicated by the language used by her pupils, was highly gratifying to the Committee, who here present a specimen composition by one of the pupils: "To-day is examination day. It is very warm, but still pleasant. Yesterday it was also warm, but we enjoyed playing croquet. Nearly every day Miss M—— goes to the woods to get flowers. She is very fond of flowers. We have packed our trunks, and shall be very glad to go home and see our parents. Some of the girls have already gone, but most of us will leave next Thursday." This certainly is as good English as the average hearing girl of the same age uses.

#### *Third Class*

The Third Class was taught by Miss Jane T. Meigs, who had in her care fourteen pupils, whose standing was five years. Their course of study had been "Montieth's History of the United States;" "Mitchell's Primary Geography;" Grammar with Symbols; Arithmetic, to Short Division; Letters and Stories; Bible Lessons and Hymns; Drawing; Aural Development, and Lip-Reading. The examination of this class was thorough, and highly satisfactory to the Committee. The pupils showed a readiness in their work, that argued well for the careful instruction which they had received. Some of the questions which they were called upon to answer are here given: "By whom was America discovered, and give an account of him in your own language." "Tell what you can of the settlement of New York." "Name a large river

flowing through the United States, and state where it rises and through what States it passes." The replies were all good, and in several cases exceptionally so.

### *Second Class.*

Miss Meigs was also the instructor of this Class, in which there were fifteen pupils, whose standing was six years. During the year they had followed the following course of study: English Grammar and the use of Grammatical Symbols; Letters and Stories; "Parley's Universal History;" "Mitchell's Primary Geography;" Bible Lessons and Hymns; and they had had exercises in Aural Development, Lip-Reading, and a lesson in Drawing, each week. In composition, they showed a clear, simple style, and few errors of construction were noticeable. The ability of the class in this branch was tested in writing stories told by the teacher, one of which we append: "The story of Fort Sumter is a very strange one. It was a United States fort, with seventy men, who were commanded by Major Anderson. When the fort became short of food, the Government tried to send provisions to the soldiers. But the Confederates prevented this, and demanded that Major Anderson should surrender. This he refused to do, and fought till all resistance was useless. He and his men were brave soldiers."

### *First Class.*

In the first class, under the experienced instruction of Miss Ida Montgomery, were sixteen pupils, with an average standing of seven years. Their work during the year embraced "Hutchinson's First Lessons in Physiology;" *resumés* of History and Geography of the United States; exercises with wall maps; six hundred Proverbs; Arithmetic; Bible and Hymns; Articulation and Lip-reading; Compositions and Letters. The examination of the class was agreeable to the Committee. As a general rule, the pupils show a thorough knowledge of what they have studied, and their ability to express their ideas in concise sentences, reflects credit on themselves and their teacher. We quote a specimen question given, with the reply: "What can you say of salt?" "Salt is a commodity used by all nations and in all climates. On the gold coast of Africa, where salt is scarce, a handful of it will buy one or two slaves. The lower animals, as well as man, love it. The farmers know that it is good for their cows, and feed it to them. If it is not supplied to them, the hide grows rough and the hair falls out. Without it, they cannot digest their food well, and often starve to death."

### *The High Class.*

Both the Male and Female High Classes were, as previously mentioned, examined by Rev. Oliver Crane, whose official report is here given in full:—

"MONTCLAIR, N. J., June 23, 1888.

"PRINCIPAL ISAAC LEWIS PRET, LL.D. :—

"Your invitation extended to me to act as examiner, at your annual examinations on the 21st, of the two highest classes in the Institution for the Instruction of the Deaf and Dumb under your charge, was both a surprise and a gratification—a surprise, because wholly unsought and unexpected ; and a gratification, because of its furnishing me a most favorable opportunity of comparing the results of the latest and best methods of instructing deaf-mutes, with the advanced system of education in the State Scientific College of New Jersey, of which I have the honor, under Governmental appointment, of being a member of the Official Board of Examiners, and whose examinations I have but recently attended. I was prepared to expect a high degree of proficiency in each ; but I am constrained to say that I have been highly delighted to find, from these examinations, the points of comparison reflecting such high honor on your Institution. Of course, the difference in grades of study must be taken into the account ; but, as far as your pupils have gone in the several branches, their proficiency was, to say the least, fully on a par with that evinced by those possessed of perfect physical faculties.

"The classes which came more particularly under my observation, were those in charge of Prof. W. H. Bishop, B.A., of young men, and in charge of Miss Ida Montgomery, of young ladies. In both of these, there were, at least, three particulars deserving of special mention, in which the students certainly acquitted themselves remarkably well. These are :

"1. The quickness with which they grasped the questions or problems given to them for replies or solution.

"2. The promptitude and accuracy of the answers in every instance.

"3. The exceeding ease and celerity with which they wrote out their required tasks, and that, in correct, idiomatic English, rarely making mistakes either in spelling or structure of language, and these, when made, were oftener the result of the rapidity of execution than of misconception.

"I have rarely attended any examinations in any institution where the pupils seemed to know what they had acquired in their studies better than did the members of both of these classes. In their extemporaneous compositions, this was particularly apparent. Two young ladies were called upon to write their impressions of the character of the mythological deity, Juno ; and both, without a mo-

ment's hesitation, stepped up to their respective blackboards, and filled, each her own board, in a remarkably brief space of time, with a sketch; and what impressed your examiner, especially, was that, while each description was entirely distinct from the other, each was correct; and yet neither knew in advance which of the eighty-seven mythological characters, studied by them, would be called for. The same fact is manifest also in the several impromptu compositions handed in, written unhesitatingly on themes taken by draft from a pile of question cards without selection, and given to the members of the classes (for the same remark is true of both), on which to write. This was strikingly illustrated in themes suggesting characters in English history. The character selected (at random) happened to be that of the mythic personage in early English history, King Arthur and his exploits. The several compositions on this theme were highly creditable, alike to the proficiency of the pupils and to their literary tastes, as exhibited in the different styles of writing adopted by each, one being in a plain, ungarnished style, and another in a more embellished form, according to trend of native talent. Their command of pure English was something remarkable.

"The graduating class of young men, in charge of Prof. W. H. Bishop, in Logic, Physics, Mathematics, Symbols of Grammar, Lip-Reading, and Impromptu Compositions, exhibited a clear and practical acquaintance with the several studies; and, at the same time, showed the thoroughness of the instruction, and drill of the methods, employed in the Institution, not only satisfactory, but gratifying in the extreme. The same is true, also, of the graduating class of young ladies, in charge of Miss Ida Montgomery, in corresponding studies. The instruction is eminently adapted to secure the very best results in developing mind under such unfortunate physical disadvantages.

"But this testimony would not be complete without reference to the beautiful specimens of drawing, designing, sketching, painting, as well on porcelain as on paper and board; to the fine examples of moulding done by both under- and post-graduates; and to the superb embroidery executed by young lady pupils now in the Institution. These do great credit both to pupils and to instructors in these several departments.

"But we would not omit to mention—for it gave special delight—the exceedingly impressive rendering of two selected hymns, as done by the graduating class of young ladies in the chapel. The hymns selected were: 'My country, 'tis of thee;' and 'Just as I am.' The rendering was as impressive as it was significant, and full of reverential sentiment and pathos, doing credit alike to heart and head.

"The entire examinations, lasting several hours, were of very deep interest throughout, evincing progress in not only the humanities, but in the availabilities of the present, and showing that what were once counted impossibilities, are now not only practicabilities, but most cheering facts.

"All of which is respectfully submitted by your appointed examiner.

"OLIVER CRANE."

*Art.*

Instruction in the Department of Art, under the management of Madame Sarah E. LePrince, was given to all the pupils, excepting the blind boy. In the working studios, more extended instruction had been given, the results of which will be seen in the accompanying reports of the Examiners :

"DR. ISAAC LEWIS PEET, *Principal N. Y. Inst. for Deaf and Dumb* :

"MY DEAR SIR:—It is a pleasure to be able to state, unreservedly, that my inspection of the works of your students, under the art teaching of Madame LePrince, has proved exceedingly gratifying, as well as interesting to me.

"The eyes of those who are deprived of the sense of hearing have to do an almost double duty, which must result in an unusual quickness to see, and a readiness to understand and record impressions through the sense of sight. So it seems but fair, in the theory of compensations, that the graphic art should be the birthright of the deaf-mutes.

"Through such art, an almost boundless field is opened up to those who have not speech, and I am glad to see so large a class in your Institution entering in to take possession under such intelligent instruction.

"I am pleased to find the instruction so eminently practical. The foundations laid are so broad that any superstructure, bounded only by the will and ability of the student, can be built upon them. I saw sketches that a dressmaker might make for a robe; geometrical and perspective problems interesting to an engineer; working in glass and water colors to please the color sense; wood carving and modelling in clay to develop a sense of form; and artistic decorations of chinaware, hangings and embroideries, to make home beautiful.

"All of these works, from the humblest to the highest, have an industrial value in this community that is growing rapidly in importance, and makes such study as necessary and desirable as almost any other branch of education.

"I congratulate you that in Madame LePrince, you have a coadjutor

so enthusiastic and naturally so well equipped, and am sure that as time goes on, your students must look back to this training with gratitude for the fruit of pleasure and profit that it has borne.

"Believe me, my dear sir, very respectfully yours,

"JAMES D. SMILLIE."

"NEW YORK, May 17, 1888."

"DR. I. L. PEET, *Principal, New York Institution for the Deaf and Dumb.*

"DEAR SIR :—After a visit to and examination of the drawings, paintings, china and porcelain decoration, and art needle work executed by the pupils of the Institution, I find their performance creditable to both teachers and scholars, and indeed very remarkable, when the limitations of the latter, and the necessary difficulties of the former in explaining lessons, are considered. I cannot too highly urge the continuance of this education of their taste and intellect through the eyes, their unimpeded avenue, and in addition would say that even a *little* money expended upon a few of the best casts and photographs from ancient and modern masters would be of very great use. The educational value of a good bas-relief or photograph, seen not only at lesson time, but at *other* and all times, can hardly be overestimated.

"I have the honor to remain

"Yours very truly,

"EDWIN HOWARD BLASHFIELD."

"It gives me pleasure to express my belief in the educational advantage of the art needlework, shown at the exhibition of the Institution, particularly in the copies made from the Japanese, whose examples are always interesting and instructive.

"EVANGELINE W. BLASHFIELD."

"58 W. 57th Street, June 13, 1888."

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### CLOSING EXERCISES.

Commencement Day exercises were held in the Chapel of the Institution, at eleven o'clock A.M., on Tuesday, June 26th, in the presence of the Board of Directors, the parents and friends of the pupils, and others interested in the Institution. On the occasion, the following was the—



**PROGRAMME.**

**I. PRAYER.**

**II. ADDRESS BY THE PRESIDENT.**

**III. REPORTS OF COMMITTEES.**

1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
2. Special Report on the Examination of the High Class, by Rev. Oliver Crane, D.D.
3. Special Reports on the Examination of the Department of Art, by James B. Smillie, N.A., by Edwin Howard Blashfield, A.N.A., and by Mrs. Blashfield.
4. Special Report on the Examination of the Primary Department, by Charles W. Minor, A.M.

**IV. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISSAC LEWIS PEET, LL.D.**

1. Salutatory Address, by Robert Henry Grant, graduating from the High Class.
2. Time drawing, by children less than eight years of age.
3. Time sketching, by special students in the Department of Art.
4. Elementary exercises, by pupils less than a year under instruction.
5. Address, written with the type-writer, by Richard T. Clinton, a blind deaf-mute.
6. Impromptu Compositions on subjects suggested by the audience, by pupils connected with the High Class.
7. Pantomimic Delineations, by Martin Schleich, Herman Lamm and Peter Meade.
8. Essay, "Egyptian and Assyrian Art," by May Martin, a graduate from the eight years' course.
9. The "Star Spangled Banner." Solo and Chorus.
10. Poem, recited in signs, by Catharine Logue.

"Scarcely can God's strange restriction,  
On the lip and on the ear,  
By my mind be deemed affliction,  
From the sad world coming here."

11. Valedictory Words delivered orally by Frank Marcellus Houck, graduating from the High Class, and translated into signs by William G. Jones.

**V. DISTRIBUTION, BY THE PRESIDENT, OF CERTIFICATES, DIPLOMAS AND PRIZES.**

**VI. HYMN, "JUST AS I AM," IN CONCERTED SIGNS, BY A CHOIR OF GIRLS.**

**VII. BENEDICTION.**

The Salutatory Address, which opened the literary exercises by the pupils, was delivered in signs by Robert Henry Grant, who spoke as follows :

ESSAY ON SCHOOLS, AND SALUTATORY ADDRESS.

"During the early periods of history, when cruel and ruthless kings governed on the other side of the Atlantic, schools were few, and admission to them was so dear that only a small number of persons could receive instruction. The schools then were chiefly established for the purpose of instructing kings and chief officers, while the poorer classes were not allowed to receive instruction. Even the rich and powerful were not educated, unless they were to be ecclesiastics, or were to be attached to the court. Plenty of great noblemen could not even write their own names. Pizarro, the famous Conqueror of Peru, for instance, could only make a rude mark instead of signing his name.

"What are schools for? They give knowledge and make children become useful and intelligent men and women. Schools are of great importance, for without them the world would never make any great progress. It would remain in great darkness, only broken here and there by a few faint gleams of light. As the world grew older, and the common people began to obtain more freedom, schools were established in greater numbers and instruction gradually became open to all. In this free republic of ours, we are happy to say, education is more general than anywhere else in the world.

"At the present time, there are a great many schools in nearly all parts of the globe. There is a considerable variety in schools, a few of which will here be spoken of. In our own country, public schools, both primary and grammar, are nearly universal. In them, all the children, whether rich or poor, are given an opportunity to become worthy and even brilliant citizens. In these schools and in numerous high schools and many colleges, also, like the College of the City of New York, education is obtained without charge. The high schools are next above the grammar schools. The latter are noted for the excellent general education they impart, especially in the English language.

"Besides the schools above mentioned, there are also Evening Schools, Industrial Schools, and Schools for the Deaf and Dumb, and other more or less disabled persons whom the State thinks it necessary to aid.

"Evening schools are open in the evening, free of charge, and give tuition varying from two to three hours nightly. This kind of school is chiefly useful to young people, and others of more advanced years, who are obliged to work during the day and cannot get time to attend the regular schools. By being industrious and ambitious, such persons can

secure advantages almost as great as those of their more fortunate brethren. Indeed, as they have usually become so well aware of the benefits of knowledge, they often make even more rapid progress, in the same length of time, than others.

"In industrial schools, different trades are taught. During early times there were very few trade schools, although the people were skilled in various branches of industry. After a long time, more industrial schools were established, and from them many professional workmen appeared. Industrial schools are the best for those who wish to learn a trade, in order to support themselves. The world can get along if there are plenty of industrial schools. Suppose a person graduates from an ordinary school, where he has completed his education, but has never learned a trade, he must then become an apprentice for several years. If it happens that he is poor, he will have to depend upon his parents or friends for means of sustaining himself until he has thoroughly learned a trade. Among intelligent people, it has lately been a leading topic of conversation that industrial schools should be added to the usual public schools. It is hoped that they will be plentiful in the future.

"The first school in our own country for those devoid of the powers of hearing and speech, was established seventy-one years ago. Such schools are supported by the State governments or private benevolence. Previous to the foundation of these schools, the deaf and dumb were ignorant of almost everything. People were apt to laugh at them and think them worthless creatures. Those unfortunates were obliged to depend upon their parents or friends for essential support, not only in infancy, but even when grown men or women. But now, we are glad to say, the 'silent children' are on a level with their hearing brethren. Schools for the deaf and dumb differ from those for the hearing in many respects. The pupils in them are taught by means of the sign-language, the single-hand alphabet, writing and lip-reading. The English language is considered the most beneficial acquisition for them, since, by means of it, they can easily communicate with hearing people, and can also continue their studies by themselves and acquire all the wisdom and learning stored up in books. I hope that, as science strikes out new methods and new resources, the difference between the deaf and the hearing will become less and less. Perhaps, at last, it will almost entirely disappear.

"*Ladies and Gentlemen* :—You have honored the Institution by your visit to-day, and are heartily welcome here. Many of you, no doubt, have visited also our various shops where trades are taught. We hope the progress made during our long years of school life will prove interesting to you, and that when you leave here, you will not

forget what has pleased you, but will always retain a sympathy and liking for deaf-mutes.

"We, who are graduates to-day, first came to this place of learning when we were but little children, destitute of almost all knowledge. We knew nothing even of the Bible, which is the best of all books. You will soon see on the platform some other little children, with bright and happy looks, coming up from the depths of ignorance and about to go forward in the paths of enlightenment. As they are now, so were we in former days.

"This Institution was first founded by benevolent persons, for teaching the deaf and dumb the English language and other branches of knowledge, in order to lead them smoothly along the path of life. It only lets them go, when they understand the many things necessary to them. The Directors were so much delighted with the improvement made by the early pupils, that they ordered an Industrial Department to be added to the Educational Department. This new branch of education, in its beginning, was in but a poor condition; but after a while better and more skillful foremen were appointed over the shops, and then the technical education afforded became a most efficient means for enabling the deaf and dumb to make an honest living.

"I hope that the exhibition which you are now to witness, will prove so interesting to you that, whenever you see an uneducated deaf child, you will not let him remain in his utter ignorance, but rather send him to this or some similar institution, where his mental darkness will be absolutely abolished.

"To-morrow we shall scatter far and wide to our various homes. Those of us who are never to return, wish our *Alma Mater* a sad farewell. We shall always remember the kindness of the State, the Directors, the Principal and our teachers, and the pains which they have all taken for our improvement and happiness. Welcome.

"ROBERT HENRY GRANT."

NEW YORK, June 26, 1888.

Following the salutatory address was an essay, by Miss May Martin, on

#### EGYPTIAN AND ASSYRIAN ART.

"It seems hard to realize, that in the far-away land of the Pharaohs we may trace the beginning of all arts; but it is true, and we may say, also, that here can be found the end, for Egyptian Art is the most perfect, as it is the simplest, of all arts.

"I allude to the Ancient Egyptians, not those of to-day, for, as soon as their art reached its culmination, it began a rapid decline. The great

charm of this art lies in its being obtained direct from nature, the source of the purest inspiration.

"The art of all other nations shows indications of being derived, either directly or indirectly, from that of Egypt, while in Egypt itself, we can find no traces of infancy or any foreign influences. It has been said that 'Nature is not so closely followed as by the Egyptians, nor so exquisitely conventionalized as by the Greeks.' The types of Egyptian Art were few, and became, by priestly law, prescribed and sacred. They early observed and reproduced the principle in nature of radiation of leaves from the parent stem, and also of veins in the leaves; hence their groupings were ever graceful. Every one of their designs had its own meaning, something that cannot be said of even the wonderfully beautiful art of Greece, and yet, with the few types, such as the lotus and papyrus plants, feathers of rare birds, etc., what a countless variety of forms these wise old artists could produce, despite the restrictions imposed by their religion. It was not their province to originate fresh types or styles, but to invent a new arrangement of the same things. Their priests did not allow the artists full scope to their imaginations. Their work must be submitted to an inquiry whether there was in it enough symbolism to please their gods. It was full of meaning, and it was also true. Once they invented an arch. This was not thought appropriate to the grandeur of Osiris, their great Sun God, perhaps because the arch would seem to limit his power. The pyramidal shape was the correct thing—pointing upward and suggesting something still higher than itself. Again, they were not permitted to portray the finer feelings of humanity, because it was feared that they would hinder the practice of those that were godly. There is but one example of this kind, that we know of, upon the walls of the Temple of Medimet Abou, representing the king parting tenderly from his queen. Cruelty alone was allowed to appear in art. A priest in the act of thrusting a knife into the victim about to be sacrificed to the gods, formed a most acceptable subject. Thus the priests defined the limits of art. They were wise in the secrets of Nature. Many things were known to them, which later generations have but just discovered, hence their 'Thus far, and no further shalt thou go,' was obeyed implicitly. In truth, 'knowledge is power.' But strange to say, these restrictions did not seem to hinder the progress of art. On the contrary, the faculty for invention seems to have increased. Compare the sameness of the representation of the acanthus leaf on the capitals of Greek columns, with the diversity in arrangement of the lotus and papyrus on Egyptian columns. Some columns are a grove of papyri in their separate selves. And the pencil of the Greeks was not restrained by their religion.

"Before the Egyptians had learned to use stone in building, as lumber was scarce, they naturally turned to reeds as the strongest of available material. Numbers of reeds bound together formed the columns of their primitive temples, and when stone came into use, the outline of these bunches of reeds with their bands or ropes was reproduced in stone, until the later idea of a smooth, round pillar, was begotten. All mankind possess a desire for ornament and beauty, and it seems probable that the Egyptians were accustomed to decorate their earlier columns of reeds with bunches of lotus and papyrus flowers, and thence sprang the idea of carving and painting them on stone. They were not only ornamental, but constructive, the root of a plant forming the base of a column, the stem or stalk being the shaft, and the full bloom lotus or papyrus flower forming the capital. There were bouquets of smaller flowers around this, and the triangular stalks of papyrus plants were represented by three raised lines of different colors below the flower.

"The three classes of Egyptian ornament were : 1st, Constructive; 2d, Representative, or that which was symbolical; and, 3d, that which was mere decoration. Constructive ornament formed a part of the building itself, being a graceful covering for the skeleton within. The tints were always flat—no shades or shadows—the primary colors, red, blue and yellow, were used, with most effect, with black and white, to define and strengthen the contrasts of color. Green was used more or less. These pigments were obtained from various earths. The mode of representing a lotus flower, without having the proper tints to copy Nature, is charming in its originality, while obeying the precept that 'Nature should be idealized, not copied.' The outer leaves of the calyx were painted a dark green, or often blue; the inner, protecting leaves, were a lighter green; and the purple tones of the inner flower were represented by red leaves floating in a field of yellow.

"The lotus and papyri, signified food for body and mind; a winged globe, often on the top of columns and feathers, signified sovereignty or power. The Scarabeus, or sacred beetle, appeared later in designs. Two species of this insect were held in reverence, and are often found embalmed with mummies. They were worn as ornaments by women, because, as emblems of the sun, they insured fertility. They were either black or green and gold. On account of the ray-like projections of their heads, they were regarded as emblems of the sun; because of the globular form of their eggs, they symbolized the world; and they also represented warriors, because they were all supposed to be males. The 'up and down' motion of waves was also adopted in many designs, and from watching the various currents and eddies of the River Nile, Egyptian artists obtained many graceful ideas. Coils of rope untwisted or intertwined was another type, and their ceilings

were decorated with what is called 'diaper design.' Sometimes these were copies of the woven vari-colored material, that covered their tents or the ground on which they sat. But in all designs, one is sure to trace some form of the lotus and papyrus flowers, or one of their petals. Egyptian temples were adorned with most beautiful marbles, and some of the windows were covered with golden network, enclosing crystal stars. But frequently these temples had no other roof than that of the sky. Their architects were given prizes, and permitted to aspire to the hand of the king's daughter. One king, was a devoted admirer of art, who once had his own son tied to the apex of an obelisk to insure care in its erection.

"The images of the gods they worshipped, were awe-inspiring, and, I fancy, gave one the impression that they might not be gazed on with impunity. But there was something noble in their design. Egyptian sculpture began its decline from the time of the Pharaohs. A lotus in stone, surmounting a column, was never such a one as might be plucked by the river side. Sculpture, or surface modeling, was not so much preferred, as diagram work.

"The upper and lower borders of walls were decorated with hieroglyphics. The ceilings were first marked into squares, and one square assigned to each artist. They then received a coating of lime or plaster, upon which, when dry, the outline was drawn in red, or black, to be filled up at discretion. Over the entrance door of houses or temples, a sentence of good luck was enclosed in some symbolic design, of which it must have been a pleasure to trace the hidden meanings.

"Very little can be said of Assyrian art, as all that remains of it is so evidently an imitation of the art of Egypt on a lower scale. The types were very nearly the same, but the pine-apple was given an equally prominent place with the lotus in their designs. Their mode of representation is the same, with such little differences as come from the peculiar manners and habits of the people. In Assyrian figures, there is one noticeable fault. They attempt to portray the rotund muscles of the arms, which gives an ungainly appearance to the drawing, although, in nature, well developed muscles are to be admired. Rotundity of flesh is best shown only by shading, which art was not known among these nations. This is one of the sure symptoms of decline in any art. The Assyrians, like the Egyptians, preferred diagrams to surface modeling, and their designs were made up chiefly by the geometrical arrangement of lines.

"We may style Egypt the 'parent of arts,' for from it upsprang or succeeded all the known classes of art. The civilization of Egypt was one of the most ancient and wonderful in the world, flourishing many hundred years before the Christian era. We gaze in admiration at

their vast Pyramids, the colossal statue of the Sphinx, and those buildings that have outlived the younger and more beautiful architectures of Greece and Rome. We must look gratefully and tenderly upon that land in which art originated, for without the softening and refining influences which art exerts on the heart and intellect, we should not be much better than the savages that roam hither and thither in the forests. 'Art is the child of Nature,' and Nature is of God; then how near is the great soul of the artist lifted towards Him who formed the world and inspired us with a love for all that is good, beautiful, and true."

"MAY MARTIN."

June 26, 1888.

The exercises closed with the valedictory words, delivered orally, by Frank Marcellus Houck.

#### VALEDICTORY ADDRESS.

"To-day we must bid farewell to the familiar scenes which have become dear to us during our long residence here. The trifling difficulties which we have met in our daily school life, and considered serious troubles, are, as our elders have often told us, insignificant in comparison with the many trials with which we are probably destined to meet in the new life just before us. But we will step forward with confidence, that the training we have received at the hands of our *Alma Mater*, is an equipment with which, if united with courage and zeal, we can attain all the ends that we desire. Now that the inevitable hour is nigh, we would say :

"*To the Members of the Board of Directors:*—You have practised the noblest kind of philanthropy. What other men can claim to have relieved suffering humanity more than you, who, by your wisdom and excellent judgment, maintain an institution, the noble object of which is to enlighten those who, by reason of being deaf, would otherwise be mentally on a level with the brutes that perish? We have been taught the existence of God, our Creator, and how to serve Him, and also those rules which will enable us to become good citizens and bear our part in the drama of life.

"This year, we have suffered a sad loss by the death of one of the most estimable gentlemen of your members, the Reverend Sullivan H. Weston, D.D. He was a warm-hearted friend of ours, from the moment he became connected with the Institution, and favored us with frequent visits, by which he made himself familiar with every one of the pupils. Last year, he presided at the exercises of our Commencement. This year, he is enjoying, in Heaven, the reward of his many



good deeds. May you all meet him in that place, and rejoice with him, over what you were led to accomplish in our behalf. Farewell.

*"To the Principal and Teachers:—*You have removed the great dark cloud of ignorance which hovered over our minds, and you have brought us sunshine and happiness. This is something for which we cannot fully express our gratitude in words. We cannot pay for labors of this kind. You have been our guides, and have taught us how to steer clear of the shoals which are the temptations of life, so that we can profit by it, and enjoy it far better than we could have done in that condition in which we first came here. The many interesting talks you have favored us with, spiced with valuable precepts and advice, will not slip away from our memories. We shall endeavor to keep them sealed up there, for reference in future days, when the difficulties surround us to which those percepts and that good advice will apply. Farewell.

*"To the Superintendent and Officers of the Administrative Department:—*The kind attention we have received from you in regard to our health, our pleasure and comfort, is such as to inspire in us a warm feeling of gratitude towards you, also. Nor is kindness in those respects alone all we have to thank you for. The industrial training you have given us, in the various useful trades we have learned, is calculated to make us turn out self-supporting and respected citizens. We are rejoiced to hear that it is the purpose of the Board of Directors to still further improve the industrial branch of this school. We heartily wish for the entire success of a prospect so essential to the future welfare of the deaf. Farewell.

*"Graduating Classmates:—*May sweet memories of the past be with us through our lives. We have all the advantages of an education, and the mastery of a trade by which we can make life's burden easier. Let us all have an aim in life and act according to our class motto, 'I can, and I will,' whenever we wish to attain anything. As the poet Whittier has beautifully expressed it :

"Live for something, have a purpose,  
And that purpose keep in view ;  
Drifting like a helmless vessel,  
Thou canst ne'er to life be true.  
Half the wrecks that strew life's ocean,  
If some star had been their guide,  
Might have now been riding safely,  
But they drifted with the tide."

"FAREWELL."

The concluding act of the programme was the presentation of the certificates, diplomas, and prizes awarded by the following Resolutions of the Board of Directors, passed June 26th, 1888.

**WHEREAS**, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

**WHEREAS**, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

|                       |                     |
|-----------------------|---------------------|
| Henry Bettels,        | Stanley Robinson,   |
| William W. Boyd,      | Charles Seiderer,   |
| James Britt,          | Nicholas Smith,     |
| Benjamin C. Dennison, | Robert J. Thompson, |
| Gustave Erdmann,      | John H. Van Seggar, |
| Peter Glosque,        | Harry Zerovitch,    |
| William Gurnee,       | Robert Zundell,     |
| Benjamin F. Hadden,   | Rachel Davis,       |
| Louis Hermann,        | Mary Eaton,         |
| Benjamin Isaacs,      | Lizzie Fisher,      |
| Jacob Jacobs,         | Mary Helst,         |
| John H. Kelly,        | Eliza M. House,     |
| Emmet King,           | Mena Jost,          |
| Theodore M. Lorcer,   | Bertha Kuehn,       |
| John J. McEvoy,       | Mary C. Pfeffer,    |
| William Moore, Jr,    | Annie Phillipski,   |
| Daniel O'Brien,       | Kate A. Snedden,    |
| Andrew Paul,          | Ann L. Waidler,     |
| Herman Probst,        | Mary A. Zenner,     |

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That the following named pupils, the terms of whose appointment have expired, or during the coming year will expire, be, and they are hereby recommended to the Superintendent of Public Instruction to be continued under instruction:

Henry B. Broad, for 5 months and 20 days ;  
 George Hamm, for 5 months ;  
 Catharine Aird, for 4 months ;  
 Mary Long, for 2 months and 20 days ;  
 Daniel H. Brown, for one month and 5 days ;  
 Charles Barger, for 1 month ;

to make up for time lost by reason of absence from the Institution.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction.

Henry Bettels,  
William W. Boyd,  
James Britt,  
Benjamin C. Dennison,  
Gustave Erdman,  
Peter Glosque,  
William Gurnee,  
Benjamin F. Hadden,  
Louis Hermann,  
Benjamin Isaacs,  
Jacob Jacobs,  
John H. Kelly,  
Emmet King,  
Theodore M. Lorcer,  
John J. McEvoy,  
William Moore, Jr.,  
Daniel O'Brien,  
Andrew Paul,  
Herman Probst,

Stanley Robinson,  
Charles Seiderer,  
Nicholas Smith,  
Robert J. Thompson,  
John H. Van Seggar,  
Harry Zerovitch,  
Robert Zundel,  
Rachel Davis,  
Mary Eaton,  
Lizzie Fisher,  
Mary Helst,  
Eliza M. House,  
Mena Jost,  
Bertha Kuehn,  
Mary C. Pfeffer,  
Annie Phillipski,  
Kate A. Snedden,  
Ann L. Waidler,  
Mary A. Zenner.

*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Daniel H. Brown,  
Michael Egan,  
Philip Johnson,  
Henry J. Kennedy,  
Lewis F. Lyons,  
Peter Mitchell,  
William J. Pitt,  
John A. Quigg,  
Joseph Toohey,  
Ira W. Tyler,  
Edmund R. Wormer,

Amelia Antusch,  
Cora J. Beesmer,  
Agnes Craig,  
Eva Freeholder,  
Ella M. Frantz,  
Mary A. Kelly,  
Lina Landt,  
Mary A. Lewis,  
May Martin,  
Mary Nicholson,  
Sarah A. Porter,

May F. Quevedo.

*Resolved*, That certificates, for a modified course of supplementary study, be awarded to

Richard T. Clinton,  
William Cotter, Jr.,  
Joseph Glosque,  
Herman Hanneman,

Herbert H. Henriques,  
John W. Lyons,  
William McVea,  
Annie Rinneberg.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

Robert Henry Grant,

Frank Marcellus Houck.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :—

#### BOYS' WORKING STUDIO.

Prize for mathematical and perspective drawing ; water color and oil studies from nature ; life class studies ; original composition and illustration ; pen and ink sketching ; figure and landscape painting on china ; modeling from life and casting ; designs for wood-carving ; to Charles T. Thompson.

Prize for mathematical, perspective and architectural drawing ; historic ornament and design ; pen and ink sketching ; water colors from nature ; designs for wood-carving ; wood-carving ; to Frank Avens.

Prize for marked progress, to Herman Lamm.

1st prize for wood carving, to Samuel M. Cocks.

2d prize for wood carving, to John M. McEvoy.

3d prize for wood carving, to Willie Long.

1st prize for glass painting, to Henry M. Pace.

2d prize for glass painting, to George Freiss.

1st prize for geometric design and historic ornament, to Nicholas Smith.

2d prize for geometric design and historic ornament, to John Hogan.

Monitorial prize, to George Freiss.

#### GIRLS' WORKING STUDIO.

Prize for general excellence ; for best set of drawings to scale plans ; levations and geometric figures ; for best set of life class and original composition sketches ; for best set of water color studies from nature ; series of wood cuttings ; figure, flower and landscape painting on china ; best paper on historic art, with colored illustrations ; to May Martin.

Prize for drawings to scale, plans, elevations, and geometric figures ; figure, flower and landscape painting on china ; gilding and rimming ; to Ella F. Taylor.

Prize for drawing to scale, plans, elevations and geometric figures ; landscape and flower painting on china ; and composition ; to Mabelle S. Fish.

Prize for excellent set of papers on planes, plans, and geometric designs ; to Margaret A. Boyd.

Monitorial prize, to Daisy Hollister.

*Art Needlework.*

1st prize for general excellence and industry in embroidering, and cutting and fitting to measure, to Martha Hamilton.

2d prize, to Catharine Logue.

Prize for appliqué work, to Lina Landt.

Prize for perseverance, to Agnes Craig.

Monitorial prize, to Martha Hasty.

*Resolved*, That a special prize for serving in the Matron's Department, be awarded to Amelia Antusch.

*Resolved*, That a prize for proficiency in the art of cooking, be awarded to Mary A. Lewis.

*Resolved*, That prizes for rapidity and accuracy of type-setting, be awarded as follows :

1st prize, to Frederick Willis Baars.

2d prize, to Peter Mitchell, Jr.

3d prize, to Richard Reuben Tweed.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Catharine Logue.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Stanley Robinson.

*Resolved*, That the Cary Testimonial be awarded to May Martin, for superiority in scholarship and character.

*Resolved*, That the Dennistoun Prize, for superiority in English Composition, be awarded to Robert Henry Grant.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to John W. Lyons.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Frank Marcellus Houck.

All of which is respectfully submitted,

JOHN L. TONNELE,  
THOMAS GALLAUDET,  
EVERETT HERRICK,

*Committee on the Annual Examination.*

# TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1888.

| RECEIPTS.                                                             |             | EXPENDITURES.                     |              |
|-----------------------------------------------------------------------|-------------|-----------------------------------|--------------|
| From the State of New York for board and tuition of State pupils..... | \$64,081 85 | For Groceries and Provisions..... | \$24,724 01  |
| From Counties, for board, tuition and clothing of County pupils.....  | 30,532 05   | For Salaries and Wages.....       | 14,869 81    |
| From paying pupils, for board and tuition...                          | 590 50      | For Schools.....                  | \$23,115 71  |
| From board of teachers.....                                           | 2,107 00    | For Art Department.....           | 2,518 28     |
| From sale of hay, live stock and farming implements.....              | 1,804 49    | For Shoe Shop.....                | 2,741 84     |
| From Printing Office.....                                             | 1,167 68    | For Tailor Shop.....              | 1,908 86     |
| From water rent from Village of Tarrytown...                          | 260 00      | For Clothing.....                 | 4,638 06     |
| From Discount on audited bills.....                                   | 888 66      | For Carpenter Shop.....           | 1,886 21     |
| From sales of clothing and dry goods.....                             | 120 71      | For Building and Repairs.....     | 4,853 89     |
| From sales account Art Department.....                                | 115 48      | For Printing Office.....          | ...          |
| From donations.....                                                   | 105 00      | For Farm and Garden.....          | ...          |
| From sales refuse, barrels, etc.....                                  | 68 68       | For Cabinet Shop.....             | ...          |
| From sales account Cabinet Shop.....                                  | 50 95       | For Furniture.....                | ...          |
| From sales account Tailor Shop.....                                   | 26 75       | For Fuel and Lights.....          | ...          |
| From sales account Shoe Shop.....                                     | 23 70       | For Stable.....                   | ...          |
| From sales of Furniture.....                                          | 7 13        | For Washing.....                  | ...          |
| From Real Estate & Building Fund, for deficit                         | 4,648 23    | For Hospital.....                 | ...          |
|                                                                       |             | For Contingent.....               | ...          |
|                                                                       |             |                                   | \$105,541 86 |
|                                                                       |             |                                   | \$105,541 86 |

## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

| DR.        |                                                                      | REAL ESTATE AND BUILDING FUND. |                                                                                          | CR.          |  |
|------------|----------------------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------|--------------|--|
| 1887.      |                                                                      |                                |                                                                                          |              |  |
| Oct. 1.    | To balance from Real Estate Fund.....                                | \$28,900 76                    | By five Executive Committee drafts for repairs, etc .....                                | 5,193 14     |  |
|            | " balance from Building Fund.....                                    | 40,605 78                      | " commission--sale Tarrytown property.....                                               | 1,562 50     |  |
|            | " sale of Tarrytown property .....                                   | 125,000 00                     | " taxes on Tarrytown property.....                                                       | 508 34       |  |
|            | " final payment on account of legacy of Samuel Willetts.....         | 1,000 00                       | " assessments on N. Y. City property.....                                                | 10,896 56    |  |
|            | " cash payments on auction sale of lots, held April 26, 1888, ...    | 81,912.50                      | " Jas. A. Deering, for securing reduction of same.....                                   | 2,878 58     |  |
|            | " bonds and mortgages for balance due.....                           | 27,087.50                      | " expenses of auction sale of lots, April 26, 1888.....                                  | 878 75       |  |
|            | " bond and mortgage of Christopher Prince.....                       |                                | " Fred'k. H. Comstock, for legal services in connection with the property then sold..... | 668 00       |  |
|            | " bonds and mortgages of Albert E. Smith.....                        | 55,000 00                      | " Christopher Prince, for bond and mortgage on Nos. 26 and 28 Lispenard Street.....      | 55,000 00    |  |
|            | " interest on bonds and mortgages.....                               | 75,000 00                      | " Albert E. Smith, for four bonds and mortgages on Ninth Avenue and 102d St.....         | 75,000 00    |  |
|            | " interest on balance in Trust Co's.....                             | 3,281 81                       | " bond and mortgage on Lot 28, paid off.....                                             | 2,000 00     |  |
|            | " principal of bond and mortgage on Lot 28.....                      | 1,551 60                       | " General acc't, for deficit for the year.....                                           | 4,648 23     |  |
|            |                                                                      | 2,000 00                       | Sept. 30, 1888. By balance to new account.....                                           | 229,684 85   |  |
|            |                                                                      |                                |                                                                                          | \$389,019 95 |  |
| 1888.      |                                                                      |                                |                                                                                          |              |  |
| October 1. | To balance from old account.....                                     | \$389,019 95                   |                                                                                          |              |  |
|            |                                                                      | 229,684 85                     |                                                                                          |              |  |
|            |                                                                      |                                |                                                                                          |              |  |
|            | MEM.—General Account owes for amounts advanced to meet deficits..... | \$29,178 70                    |                                                                                          |              |  |



| LIBRARY FUND. |                                        | CR.      |
|---------------|----------------------------------------|----------|
| DR.           |                                        |          |
| 1887.         |                                        |          |
| October 1.    | To balance from old account.....       | \$ 71 32 |
|               | " interest on balance to July 1, 1888. | 4,183 05 |
|               |                                        |          |
|               |                                        | 4,253 87 |
| 1888.         |                                        |          |
| October 1.    | To balance from old account.....       | 4,182 05 |

| FRIZZELL FUND. |                                  | CR.      |
|----------------|----------------------------------|----------|
| DR.            |                                  |          |
| 1887.          |                                  |          |
| October 1.     | To balance from old account..... | 2,860 40 |
|                | " interest to July 1, 1888.      | 108 67   |
|                |                                  |          |
|                |                                  | 2,964 07 |
| 1888.          |                                  |          |
| October 1.     | To balance from old account..... | 2,964 07 |

| HARRIET STONER FUND. |                                  | CR.    |
|----------------------|----------------------------------|--------|
| DR.                  |                                  |        |
| 1887.                |                                  |        |
| October 1.           | To balance from old account..... | 169 46 |
|                      | " interest to July 1, 1888.      | 5 96   |
|                      |                                  |        |
|                      |                                  | 175 42 |
| 1888.                |                                  |        |
| October 1.           | To balance from old account..... | 175 42 |

| CARY FUND.                         |                                  | DR.                                            | CR.          |
|------------------------------------|----------------------------------|------------------------------------------------|--------------|
| 1887.                              |                                  |                                                |              |
| October 1.                         | To balance from old account..... | \$116 46                                       |              |
|                                    | " interest to July 1, 1888.....  | 4 09                                           |              |
|                                    |                                  | 120 55                                         | \$120 55     |
| 1888.                              |                                  |                                                |              |
| October 1.                         | To balance from old account..... | 120 55                                         |              |
|                                    |                                  |                                                | 120 55       |
| RECAPITULATION.                    |                                  |                                                |              |
| DR.                                |                                  |                                                | CR.          |
| Real Estate and Building Fund..... | 229,694 85                       | Cash in N. Y. Life Insurance and Trust Co..... | 19,120 42    |
| Library Fund.....                  | 4,182 05                         | " United States Trust Co.....                  | 15,514 74    |
| Frizzell Fund.....                 | 2,964 07                         | " Merchants' National Bank.....                | 1,013 19     |
| Harriet Stoner Fund.....           | 175 43                           | " Inst. for Savings of Merchants Clerks.....   | 5,171 05     |
| Cary Fund.....                     | 120 55                           | " Seamen's Bank for Savings.....               | 2,371 04     |
|                                    |                                  | Bonds and Mortgages.....                       | 194,087 50   |
|                                    | \$237,126 94                     |                                                | \$237,126 94 |

STATE OF NEW YORK, }  
CITY AND COUNTY OF NEW YORK, }

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 2d }  
day of November, 1888.

ANDREW WARNER,

Notary Public, New York.

[SIGNED.] GEORGE A. ROBBINS.

## Report of the Superintendent.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN :—In accordance with the custom of the past, it becomes my duty to review the labors and incidents of the fiscal year now closed, so far as they relate to the department under my supervision. They have now become matters of record, while another year has been added to the history of the Institution. In their general character, those events have not been unlike those experienced in the past, in which sunshine and shadow have alternated, yet the year, as a whole, has brought us abundant cause for congratulation.

The number of pupils in attendance, since the last report, has slightly diminished, though not to so great an extent as at one time was anticipated. The deflection to the new schools throughout the State has probably spent its force. By the establishment of these schools, however, our territory has been so far abridged, that we are likely to receive few if any pupils from the more northerly or westerly portions of the State, excepting in cases where our superior advantages act as an inducement to parents as against the mere question of convenience of locality. This consideration has, during the past year, resulted in the transfer of several pupils from other Institutions to this, thus indicating an appreciation of the thorough work here accomplished.

Our numbers, as usual, have been somewhat depleted by the disposition on the part of pupils to leave school before the expiration of their time, to engage in whatever employment they could find, and too frequently with the consent of their parents, ignoring the fact that their education is but begun, their knowledge of industrial training but faintly outlined, with no prospect before them for the future beyond the veriest drudgery, and yet they seem blinded by a pittance in hand, deaf to all entreaty when urged to avail themselves of the advantages so generously provided. This class, however, is not so numerous as in some previous years, and there is ground for encouragement that this evil may be somewhat abated, if not entirely overcome, by persistent effort in the education of parents and guardians as to their plain duty in the premises.

It is gratifying to note the fact that, during the past year, a disposi-

tion to obey the rules has prevailed to a large extent among the pupils, and when we consider the variety of temptations to which many of them were subjected before coming under our care, the outlook is favorable to the ultimate formation of good character.

The following summary indicates the number of pupils connected with the Institution :

|                                                               | Males. | Females. | Total. |
|---------------------------------------------------------------|--------|----------|--------|
| Number present October 1, 1887.....                           | 212    | 112      | 324    |
| Former pupils re-admitted.....                                | 17     | 6        | 23     |
| New pupils admitted.....                                      | 20     | 10       | 30     |
| Whole number.....                                             | 249    | 128      | 377    |
| Number who have left during the year.....                     | 27     | 10       | 37     |
| Number connected with the Institution September 30, 1888..... | 222    | 118      | 340    |

By the foregoing table, it will be seen that 377 pupils have been present within the year. Of this number 249 were males and 128 females, who were supported as follows :

|                                         |     |
|-----------------------------------------|-----|
| By the State of New York, . . . . .     | 280 |
| By the Counties of the State, . . . . . | 80  |
| By the Counties and State, . . . . .    | 11  |
| By the parents and guardians, . . . . . | 3   |
| By the Institution, . . . . .           | 3   |
| Total, . . . . .                        | 377 |

A complete catalogue of the pupils has been prepared and is herewith presented.

#### FINANCIAL.

The total expenditures for the year, as shown by the

Treasurer's account, exclusive of special appropriation for extraordinary repairs were.....

\$105,541 86

The total receipts for the same period were.....

100,893 63

Leaving a deficit of.....

\$4,648 23

At the commencement of the last fiscal year, your Board, desiring to know the full amount of salaries paid for instruction, directed that the value of the board of those instructors residing in the Institution be included in the amount of salaries audited to their account. Following your instructions, the total amount thus added and subsequently returned to the Treasurer, was \$2,100, so that while the apparent aggregate of our expenditures exceeded those of the previous year by over \$1,400, they have actually been nearly \$700 less.

Our receipts from the State have fallen off nearly \$6,000, while those from the counties show a slight increase.

All monies due the Institution from counties or individuals, have been collected and paid into the treasury. The quarterly bills for board and tuition of State pupils have been, as usual, rendered and collected by the Treasurer direct.

In addition to the annual statement of expenditures and receipts, as set forth by the Treasurer's report, quarterly statements in detail, with vouchers attached, were transmitted to the State Comptroller at Albany, in accordance with the requirements of law.

#### REPAIRS AND IMPROVEMENTS.

General repairs in the interior of the buildings, to plastering, wood work, paint and kalsomine, were begun immediately on the closing of the term in June, and prosecuted without intermission during the months of July and August.

Included in this work was that of renewing of Chapel ceiling, the height of which involved much time and expense in scaffolding.

The brick work inclosing our steam boilers was put in order, the steam-piping overhauled and repaired. The two engines on which we depend for power in running the laundry machinery, and the blower connected with the ventilating apparatus received necessary repairs. The usual number of mattresses and straw beds were re-made, and the interior of the buildings was thoroughly renovated.

In view of the resolution passed by your Board, appropriating from the Real Estate and Building Fund, a sum of money for extraordinary repairs, the following work was done by direction and under the supervision of the Executive Committee, viz.—New floors of 1½ inch kiln-dried hard-maple, were laid on first story as follows:—Boys' sitting room, girls' sitting room, pupils' dining room, hall leading from dining room to girls' sitting room, school hall and one class room, requiring altogether about twenty-four thousand feet of lumber.

For painting the wood and metal work on the exterior of all the buildings on the premises (8 in number), exclusive of mineral paints for roofs, gutters and leaders, with two coats of white lead and oil paint, there were three bids received. Mr. George J. Watson, being the lowest bidder, was awarded the contract. It is but simple justice to add that, though Mr. Watson's bid was much lower than his competitors, his work was done in a satisfactory manner.

The extra work on the roofs, gutters and leaders, has received general attention, and though not fully completed, are rapidly approaching a finished condition.

The damage to the main air shaft by the blizzard is also being repaired, the necessary scaffolding, the most difficult and dangerous part of the work, being about completed.

The draft of the boiler house chimney, having always been defective owing to its top being lower than some of the buildings surrounding it, was extended in height some fifteen feet, the effect of which is found to obviate entirely the difficulty heretofore experienced, in consequence of which a saving of fuel will unquestionably follow.

The brick work of the tower walls and chimneys has been pointed with Portland cement, and where necessary a cement wash has been applied to prevent the action of the weather on the more exposed positions of mason work.

The total expenditure to September 30th, 1888, for extraordinary repairs, under the resolution of the Board, has been \$4,418.14.

As soon as the grading of the Ridge Road is completed, a line fence should be erected along that avenue, and if possible the same extended, inclosing the entire premises between the Ridge Road and the River Drive. The cost of a fence will depend largely upon its character. In view of the fact that the rock in many places is near the surface, it would be difficult if not impossible to set posts for a high picket fence sufficiently deep to hold the structure in place, and a wall of solid masonry would entail a heavy expenditure.

In cutting the property in two, by the construction of the Ridge Road, the city authorities have placed the Institution in an awkward position. The natural easterly boundary of our enclosure should have been the Eleventh Avenue Boulevard, in which case the outlying buildings, garden, etc., would have been within the enclosure; but with this avenue intervening, such an arrangement is impossible, hence our garden, the hospital and primary department buildings, are isolated and inconvenient of access.

There is much grading and terracing to be done on that portion of the grounds bordering on the new avenue, and at two or more points a retaining wall will be necessary.

The Croton water main, which was laid bare and undermined by street excavations, and which was so long exposed, I am happy to say, has at last been permanently laid under the bed of the Ridge Road, and it is hoped that in the near future the engineers and contractors on these city improvements will withdraw from this immediate field of labor.

### *Industrial.*

Facilities for industrial training in an Institution for the Instruction of the Deaf and Dumb, has come to be considered not only a desirable acquisition, but an absolute necessity. So keenly was this great want felt by your Board of Management, that as early as 1869, a substantial brick building for industrial purposes, 100x30 feet, three stories in height, was erected at a cost of over twenty thousand dollars, which

amount was raised by individual members of the Board for the time being, that their pupils in the coming year might have those advantages so essential to fitting them for self-support and future usefulness in life.

Under the present arrangement, every graduating pupil should have a fair knowledge of some handicraft by which they may gain a livelihood, and there is no reason why they may not, if they duly apply themselves to the advantages here furnished and the instruction given.

On leaving school, the first great fact to confront them will be, that they must either support themselves or become a burden to others. This truism, so apparent to hearing and speaking children, is none the less true when applied to the deaf and dumb, and there is no reason why it should not be inculcated in their minds as an incentive to closer application during their school days.

Our shops are light and pleasant, and when our pupils file into them in the morning or at midday, they impress an onlooker with the fact that they are marching to an agreeable pastime rather than to an irksome task. They enter upon their work with a zeal and a degree of interest which argues well for their future success.

A great majority are making good progress in their chosen calling. Many are doing remarkably well, and it is safe to predict that a large percentage of the whole number are in a fair way to self-support on graduating.

The branches of industry taught are those which will give the readiest and most permanent employment, viz :—

Printing, Shoemaking, Cabinet-making, Carpentering, Tailoring and Gardening. The first named demands perhaps a higher degree of mental culture, but to those who are competent by reason of their acquisition of the knowledge of language to grasp it as a means of livelihood, it offers greater encouragement than any other of the industries taught. We have a well equipped office, in which all the work on a large weekly newspaper is done. All the printing required by the Institution is done here, and job work for outside parties to the extent of several hundred dollars is turned out annually. The office is presided over by an intelligent practical printer, who spares no pains to make it a model one of its kind. Apprentices graduating from this department, invariably secure first-class positions as compositors in this and other cities of the State.

Heretofore, male pupils only have been instructed in this branch of industry, yet I can see no reason why such of our female pupils, as are inclined to this class of employment, would not succeed equally with the male pupils as compositors, should the opportunity be afforded them.

The foremen of our shops are all men of skill in their respective

trades, and are selected with special reference to their ability to impart that knowledge to their pupils.

From our shoe shop, all the shoes needed by the male and female pupils are furnished.

In the tailor shop, a large proportion of the boys' clothing is made.

The force in the carpenter shop is engaged mainly in repairs and improvements about the buildings and grounds, while the cabinet shop supplies the furniture requisite for the household. A turning lathe and scroll saw would be a desirable acquisition to the latter shop, not only for their utility, but as a means of instructing our boys in their use, which would serve them well on graduating, in obtaining employment in manufactories where those machines are largely used.

During the past year, the average daily attendance in the several industries has been as follows :

| INDUSTRIES.         | Boys. | Girls. | Total. |
|---------------------|-------|--------|--------|
| Printing.....       | 28    |        | 28     |
| Cabinet making..... | 25    |        | 25     |
| Carpentering.....   | 29    |        | 29     |
| Shoemaking.....     | 36    |        | 36     |
| Gardening.....      | 14    |        | 14     |
| Tailoring.....      | 18    | 10     | 28     |
| Dressmaking.....    |       | 30     | 30     |
| Shirtmaking.....    |       | 11     | 11     |
| General Sewing..... |       | 48     | 48     |
| Total.....          | 150   | 99     | 249    |

By the foregoing, it will be seen that the majority of our pupils, male and female, are under instruction in the several industries, acquiring that practical knowledge necessary to fit them for the various demands, which will be made upon them in the years to come. The residue or younger portion of our pupils, alternate between school and recreation, though a few of the older of these boys assist occasionally in the work of cleaning the grounds.

The record of the year of industrial work in the different departments of practical education is shown by the following tables :—

#### PRINTING OFFICE.

*(Estimated value of work done and cash receipts.)*

|                             |          |
|-----------------------------|----------|
| For the Institution.....    | \$151 30 |
| Printing Annual Report..... | 350 00   |
| Custom work (cash).....     | 1,167 06 |



CARPENTER AND CABINET SHOPS.

|                                                                                                       |            |
|-------------------------------------------------------------------------------------------------------|------------|
| Estimated value of new work and repairs done for the Institution (cost of material not included)..... | \$3,042 90 |
| Custom work (cash).....                                                                               | 50 95      |
|                                                                                                       | <hr/>      |
|                                                                                                       | \$3,093 85 |

SHOE SHOP.

|                                           |            |
|-------------------------------------------|------------|
| Number of pairs of shoes made.....        | 600        |
| Cost of 633 pairs of shoes distributed .. | \$1,756 50 |
| Cost of repairing 943 pairs shoes.....    | 789 29     |
| Custom work (cash).....                   | 22 70      |
|                                           | <hr/>      |
|                                           | \$2,568 49 |

TAILOR SHOP.

|                                             |            |
|---------------------------------------------|------------|
| Number of coats made.....                   | 160        |
| Number of jackets made.....                 | 51         |
| Number of pairs of pants made.....          | 278        |
| Number of vests made.....                   | 210        |
| Number of boys' aprons made.....            | 115        |
| Cost of 118 coats distributed. ....         | 531 92     |
| Cost of 85 jackets distributed.....         | 302 67     |
| Cost of 279 pairs of pants distributed..... | 858 30     |
| Cost of 137 vests distributed.....          | 239 15     |
| Custom work (cash).....                     | 26 75      |
|                                             | <hr/>      |
|                                             | \$1,958 79 |

GARDEN.

|                                                                        |            |
|------------------------------------------------------------------------|------------|
| Estimated value of vegetables produced and used in the Institution.... | \$3,680 00 |
|------------------------------------------------------------------------|------------|

SEAMSTRESS ROOM.

(Articles made, in addition to a large amount of mending which cannot be tabulated.)

|                     |      |                    |     |
|---------------------|------|--------------------|-----|
| Aprons.....         | 165  | Night shirts.....  | 84  |
| Chemises.....       | 93   | Pillows cases..... | 121 |
| Drawers ..          | 217  | Sheets.....        | 287 |
| Dresses.....        | 240  | Shirts ..          | 98  |
| Napkins.....        | 81   | Skirts.....        | 72  |
| Night dresses... .. | 105  | Table cloths.....  | 64  |
| Towels.....         | 2458 | Waists.....        | 65  |

ACKNOWLEDGMENTS.

We are indebted, as in previous years, to the officers of the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for the pupils attending the American Institute Fair.

To Mr. Geo. A. Dockstader, for a donation of one hundred dollars.

To Mr. Robert Rogers, for a donation of five dollars.

To Mr. John T. Terry, for the gift of two elegant mirrors.

To Mrs. Elizabeth Libbey, for nine, large, framed engravings.

Respectfully submitted,

CHAUNCEY N. BRAINERD, *Superintendent.*

## REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

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NO. 38 EAST 26TH STREET, NEW YORK, Oct. 1, 1888.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb.*

GENTLEMEN :—During the fiscal year just terminated it has been my pleasure as heretofore, to enquire frequently into the condition of the eyes and ears of the pupils under your care, and I am gratified to be able to report that the examinations of these important organs have shown a marked freedom from disease, which is alike creditable to the Institution and its executives.

It is with pride and pleasure that I note the recent improvements made in the lavatories, inaugurating, as they do, a new era in this department, which can but be of the utmost benefit to all our pupils.

For several months past, each and every pupil has been furnished with a clean towel for his or her individual use upon each visit to the wash room, which not only promotes cleanliness on their part, but at the same time reduces the possibilities of contagion to the minimum. This improvement has of necessity augmented the laundry work to a considerable degree, in the neighborhood of one thousand hand-towels being in daily use; but it cannot be questioned that the benefits derived by the pupils fully justify the means employed for their safety.

An examination of all the pupils upon their return to the Institution following the summer vacation, demonstrates conclusively that many fail to receive the attention while away that is their lot during their sojourn with us, and that their hygienic surroundings during their absence are not always the best. All that are suffering with or ascertained to have had any disease of a contagious or communicable nature, are immediately isolated, as much as is practicable, until such time as proper remedial measures have effected a cure.

As in previous years, I feel it to be but just to mention the untiring and ceaseless devotion of the nurse, Miss Fraser, to whom many of the pupils owe a debt of gratitude of which perhaps they are little aware.

Appended is a schedule of diseases found and treated.

Very respectfully,

F. C. RILEY, M.D.

## OPHTHALMOLOGICAL.

| Diseases, etc.           | Cases. | Remarks.                   | Cases. |
|--------------------------|--------|----------------------------|--------|
| Blepharitis.....         | 4      | Cured 2, under treatment 2 | 4      |
| Conjunctivitis.....      | 7      | Cured 5, under treatment 2 | 7      |
| Dacryocystitis.....      | 1      | Cured by operation.....    | 1      |
| Ecchymosis of Lids. .... | 1      | Cured.....                 | 1      |
| Hypermetropia....        | 1      | Relieved by glasses.....   | 1      |
| Iritis.....              | 1      | Cured.....                 | 1      |
| Keratitis.....           | 1      | Cured.....                 | 1      |
| Post Synechial.....      | 1      |                            |        |
| Strabismus.....          | 3      | { Cured by operation.....  | 1      |
|                          |        | { Pending operation. ....  | 2      |
| Trachoma. ....           | 1      | Cured.....                 | 1      |

## OTOLOGICAL.

| Diseases, etc.                                   | Cases. | Remarks.             | Cases. |
|--------------------------------------------------|--------|----------------------|--------|
| Impacted Cerumen, in external auditory canal.... | 4      | Removed .....        | 4      |
| Mastoid Abscess.....                             | 1      | Under treatment..... | 1      |
| Otitis, Media, Purulentia.                       | 3      | Cured .....          | 3      |

## REPORT OF THE ATTENDING PHYSICIAN.

FOR THE YEAR ENDING SEPTEMBER 30, 1888.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—The following list contains the names of the diseases, and the number of cases each of which have been treated during the past year :

| Diseases.                | Cases. | Diseases.                | Cases. |
|--------------------------|--------|--------------------------|--------|
| Abscess.....             | 1      | Iritis.....              | 1      |
| Bronchitis.....          | 9      | Otitis, suppurative..... | 2      |
| Contusions.....          | 8      | Pneumonia.....           | 1      |
| Croup (membranous).....  | 2      | Rheumatism.....          | 6      |
| Dermatitis Venenata..... | 5      | Ringworm.....            | 4      |
| Diphtheria.....          | 7      | Scabies.....             | 2      |
| Eczema.....              | 5      | Scarlatina.....          | 6      |
| Erythema.....            | 1      | Stenosis of Larynx.....  | 1      |
| Erysipelas.....          | 2      | Tonsillitis.....         | 56     |
| Fever, typhoid.....      | 1      | Wounds.....              | 5      |
| Fever, remittent.....    | 33     |                          |        |
|                          |        |                          | 153    |

The majority of the cases were furnished by those two very common affections, tonsillitis and continued fevers, the latter usually of are mit-tent type, running from two to ten days, and always ending in re-cove-ry. The patients were, as a rule, large boys, who are very careless about exposing themselves to inclement weather.

In December, scarlatina made its appearance. The disease was pro-bably brought from home by the first patient attacked, and in spite of prompt isolation, it spread to four other pupils and one teacher. All recovered, except the first case, in whom the disease became complicat-ed with diphtheria and membranous croup.

Two other deaths occurred at nearly the same period, one from membranous croup, the other from convulsions and exhaustion, the result of degenerative changes in internal organs (set up by hereditary constitutional disease), and a long-continued obstruction of the wind-pipe.

Two cases of scabies were treated, and four cases of ringworm of the scalp. They all seem to have recovered completely.

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.

## CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN  
THE 12 MONTHS ENDING SEPTEMBER 30, 1888.

## MALES.

| Name.                      | Town.              | County.    |
|----------------------------|--------------------|------------|
| Abrams, William.....       | New York.....      | New York.  |
| Alonzo, Roman, Jr.....     | Brooklyn.....      | Kings.     |
| Anderson, Robert H.....    | Brooklyn.....      | Kings.     |
| Anhalt, George, Jr.....    | New York.....      | New York.  |
| Avens, Frank.....          | Brooklyn.....      | Kings.     |
| Avens, James.....          | Brooklyn.....      | Kings.     |
| Baars, Frederick W....     | Brooklyn.....      | Kings.     |
| Bachman, Frederick.....    | New York.....      | New York.  |
| Backhaus, Frederick.....   | New York.....      | New York.  |
| Bagnall, Irwin E.....      | Brooklyn.....      | Kings.     |
| Barger, Charles.....       | Putnam Valley .... | Putnam.    |
| Baxter, Archibald McL..... | New York.....      | New York.  |
| Beck, Herman F.....        | Brooklyn.....      | Kings.     |
| Bestint, Morris....        | New York.....      | New York.  |
| Bettels, Henry.....        | New York.....      | New York.  |
| Black, Hiram.....          | Cooperstown.....   | Otsego.    |
| Black, John M.....         | Brooklyn.....      | Kings.     |
| Blake, Charles F.....      | Brooklyn.....      | Kings.     |
| Blauth, William M.....     | New York.....      | New York.  |
| Bohmeler, George.....      | Maspeth.....       | Queens.    |
| Bouck, Frank D.....        | Schoharie.....     | Schoharie. |
| Bowers, Wilber L.....      | Brooklyn.....      | Kings.     |
| Boyd, William W.....       | New York.....      | New York.  |
| Brauer, Albert.....        | Brooklyn.....      | Kings.     |
| Britt, James.....          | New York.....      | New York.  |
| Broad, Henry B.....        | Brooklyn.....      | Kings.     |
| Brockman, Isaac.....       | New York.....      | New York.  |
| Brookman, William.....     | New York.....      | New York.  |
| Brown, Daniel H.....       | New York.....      | New York.  |
| Burke, Joseph.....         | New York.....      | New York.  |

| Name.                     | Town.              | County.      |
|---------------------------|--------------------|--------------|
| Burkhardt, Julius.....    | Brooklyn.....      | Kings.       |
| Burland, Nicholas.....    | Hurley.....        | Ulster.      |
| Burt, David.....          | New York.....      | New York.    |
| Butterly, Peter, Jr.....  | New York.....      | New York.    |
| Cambell, John.....        | Troy.....          | Rensselaer.  |
| Carlman, Thure E.....     | Albany.....        | Albany.      |
| Carr, George W.....       | Urbana.....        | Steuben.     |
| Clinton, Richard T.....   | New York.....      | New York.    |
| Cocks, Samuel M.....      | No. Hempstead..... | Queens.      |
| Cohen, Henry.....         | New York.....      | New York.    |
| Colwell, William.....     | Albany.....        | Albany.      |
| Coombs, William.....      | New York.....      | New York.    |
| Costuma, David.....       | New York.....      | New York.    |
| Cotter, William.....      | New York.....      | New York.    |
| Coulter Arthur W.....     | New York.....      | New York.    |
| Davis, Henry A.....       | New York.....      | New York.    |
| DeLaney, John, Jr.....    | Ancram.....        | Columbia.    |
| Dennison, Benjamin C..... | New York.....      | New York.    |
| Dittmar, John W.....      | New York.....      | New York.    |
| Doody, Thomas.....        | Albany.....        | Albany.      |
| Dugan, Daniel.....        | Brooklyn.....      | Kings.       |
| Egan, Michael.....        | New York.....      | New York.    |
| Elflein, John A.....      | Roxbury.....       | Delaware.    |
| Ellis, Eli, Jr.....       | Wawarsing.....     | Ulster.      |
| Erdmann, Gustave.....     | New York.....      | New York.    |
| Falte, August.....        | New York.....      | New York.    |
| Fatier, Peter.....        | New York.....      | New York.    |
| Ferguson, George.....     | Brooklyn.....      | Kings.       |
| Ferris, George.....       | Ashland.....       | Greene.      |
| Fogerty, Peter J.....     | New York.....      | New York.    |
| Friday, Benjamin.....     | Albany.....        | Albany.      |
| Friess, George.....       | New York.....      | New York.    |
| Gallagher, Bernard.....   | New York.....      | New York.    |
| Gately, Patrick J.....    | New York.....      | New York.    |
| Gaunt, Charles.....       | New York.....      | New York.    |
| Geary, John H.....        | Syracuse.....      | Onondaga.    |
| Gilmore, William.....     | New York.....      | New York.    |
| Glosque, Joseph, Jr.....  | Yonkers.....       | Westchester. |
| Glosque, Peter.....       | Yonkers.....       | Westchester. |
| Glynn, Martin.....        | New York.....      | New York.    |
| Goor, John.....           | New York.....      | New York.    |
| Goreth, Joseph.....       | Wallkill.....      | Orange.      |

| Name.                      | Town.                | County.     |
|----------------------------|----------------------|-------------|
| Grant, Robert H.....       | New York.....        | New York.   |
| Greenlaw, William J.....   | New York.....        | New York.   |
| Gurnee, William..          | Wallkill.....        | Orange.     |
| Hackett, William H.....    | New York.....        | New York.   |
| Hadden, Benjamin F.....    | Brooklyn.....        | Kings.      |
| Hamm, George.....          | Brooklyn.....        | Kings.      |
| Hamm, Henry....            | New York.....        | New York.   |
| Hanneman, Herman .....     | New York.....        | New York.   |
| Hannon, Stephen.....       | Kingston.....        | Ulster,     |
| Hanson, William.....       | New York.....        | New York.   |
| Harth, Robert.....         | New York. ....       | New York.   |
| Hartnett, Dennis.....      | New York.....        | New York.   |
| Hawley, William E.....     | Hamden.....          | Delaware.   |
| Hayes, Jeremiah.....       | Brooklyn.....        | Kings.      |
| Heertt, Herman.....        | New York.....        | New York.   |
| Hefferman, William.....    | Brooklyn.....        | Kings.      |
| Hennessey, James.....      | New York.....        | New York.   |
| Henriques, Herbert H.....  | Brooklyn.....        | Kings.      |
| Henry, Robert J....        | York.....            | Livingston. |
| Herrmann, Louis.....       | New York.....        | New York.   |
| Hogan, John.....           | Albany.....          | Albany.     |
| Houck, Frank M.....        | Arkwright.....       | Chautauqua. |
| Hunter, Samuel H.....      | Troy.....            | Rensselaer. |
| Ingebrand, John, Jr.....   | New York.....        | New York.   |
| Isaacs, Benjamin.....      | New York.....        | New York.   |
| Izquierdo, Arthur.....     | New York.....        | New York.   |
| Jackson, Rennie H.....     | Saratoga Springs.... | Saratoga.   |
| Jacobs, Jacob.....         | Brooklyn.....        | Kings.      |
| Johnson, Philip.....       | North Greenbush....  | Rensselaer. |
| Johnston, Robert D.....    | New York.....        | New York.   |
| Kaiser, Charles.....       | New York.....        | New York.   |
| Keegan, Teddy.....         | Brooklyn.....        | Kings.      |
| Keiser, John.....          | New York.....        | New York.   |
| Keiserwetter, Charles..... | New York.....        | New York.   |
| Kelly, John H.....         | Astoria.....         | Queens.     |
| Kennedy, Henry J.....      | New York.....        | New York.   |
| Kerr, Robert S.....        | New York.....        | New York.   |
| King, Emmet.....           | Richmondville.....   | Schoharie.  |
| Kistler, Charles J.....    | New York.....        | New York.   |
| Kistler, Joseph.....       | New York.....        | New York.   |
| Knox, Frederick.....       | Brooklyn... ..       | Kings.      |
| Koenig, Carl.....          | New York.....        | New York.   |



| Name.                        | Town.             | County.      |
|------------------------------|-------------------|--------------|
| Koffer, John.....            | New York.....     | New York.    |
| Krams, Henry.....            | New York.....     | New York.    |
| Krekel, George.....          | New York.....     | New York.    |
| Kriecheldorff, William.....  | New York.....     | New York.    |
| Lamm, Herman.....            | Brooklyn.....     | Kings.       |
| Landre, Herman.....          | New York.....     | New York.    |
| Lawton, Ralph.....           | Great Valley..... | Cattaraugus. |
| Lehmer, Charles.....         | New York.....     | New York.    |
| Levy, Joshua.....            | Brooklyn.....     | Kings.       |
| Long, Richard.....           | New York.....     | New York.    |
| Long, Walter.....            | New York.....     | New York.    |
| Long, William, Jr.....       | New York.....     | New York.    |
| Loos, George W.....          | Claverack.....    | Columbia.    |
| Lorcer, Theodore.....        | New York.....     | New York.    |
| Losey, John E.....           | Deer Park.....    | Orange.      |
| Lynch, Daniel F., Jr.....    | New York.....     | New York.    |
| Lynch, William.....          | New York.....     | New York.    |
| Lyons, John W.....           | Brooklyn.....     | Kings.       |
| Lyons, Lewis F.....          | New York.....     | New York.    |
| Maddock, Thomas.....         | New Rochelle..... | Westchester. |
| Manchester, George.....      | Middleburg.....   | Schoharie.   |
| Marks, Morris.....           | New York.....     | New York.    |
| Marshall, Leslie G., Jr..... | Rye.....          | Westchester. |
| Marshall, Winfield E.....    | Rye.....          | Westchester. |
| Mayer, Emil.....             | New York.....     | New York.    |
| Maynard, Robert E.....       | New York.....     | New York.    |
| McConnell, Gibson.....       | Poughkeepsie..... | Dutchess.    |
| McDonald, George B.....      | Brooklyn.....     | Kings.       |
| McEvoy, John J.....          | Fishkill.....     | Dutchess.    |
| McMickle, Frank H.....       | Wallkill.....     | Orange.      |
| McVea, Robert.....           | New York.....     | New York.    |
| McVea, William.....          | New York.....     | New York.    |
| Meade, Peter.....            | Albany.....       | Albany.      |
| Meier, Anton.....            | Brooklyn.....     | Kings.       |
| Mendez, Josias D.....        | New York.....     | New York.    |
| Meyers, James.....           | Brooklyn.....     | Kings.       |
| Michael, Alexander.....      | New York.....     | New York.    |
| Millard, Bertie B.....       | Beekman.....      | Dutchess.    |
| Miller, Max.....             | New York.....     | New York.    |
| Minotti, Carlo.....          | New York.....     | New York.    |
| Mitchell, Peter, Jr.....     | New York.....     | New York.    |
| Moeslein, Eugene.....        | New York.....     | New York.    |

| Name.                         | Town.           | County        |
|-------------------------------|-----------------|---------------|
| Moore, John..                 | New York.....   | New York.     |
| Moore, William, Jr.....       | New York.....   | New York.     |
| Morrison, Matthew H., Jr..... | New York.....   | New York.     |
| Muench, Henry.....            | Brooklyn.....   | Kings.        |
| Neal, William S.....          | Bloomsburg..... | Pennsylvania. |
| Nuszek, Joseph.....           | New York.....   | New York.     |
| O'Brien, John.....            | New York.....   | New York.     |
| Ogle, James.....              | Newburgh.....   | Orange.       |
| Ogle, William.....            | Newburgh.....   | Orange.       |
| O'Neill, Peter.....           | Brooklyn.....   | Kings.        |
| O'Sullivan, Richard M.....    | New York.....   | New York.     |
| Pace, Henry F. M.....         | New York..      | New York.     |
| Parrish, John F.....          | Jackson.....    | Washington.   |
| Paul, Andrew.....             | Brooklyn.....   | Kings.        |
| Pechette, Charles.....        | Cohoes.....     | Albany.       |
| Peterson, Herman A.....       | Brooklyn.....   | Kings.        |
| Pickruhl, Charles R.....      | Brooklyn.....   | Kings.        |
| Pitt, William J.....          | Haverstraw..... | Rockland.     |
| Plunkett, James....           | New York.....   | New York.     |
| Postlethwaite, William D..... | New York.....   | New York.     |
| Powers, James.....            | Flushing.....   | Queens.       |
| Prinsinzing, Henry.....       | New York.....   | New York.     |
| Probst, Herman.....           | New York.....   | New York.     |
| Quigg, John.....              | Kingston.....   | Ulster.       |
| Rappholdt, Edward.....        | New York.....   | New York.     |
| Redington, Peter F.....       | New York.....   | New York.     |
| Redmond, Harry.....           | Yonkers.....    | Westchester.  |
| Reid, William.....            | New York.....   | New York.     |
| Reiff, Anthony C.....         | Brooklyn.....   | Kings.        |
| Reimann, William.....         | Liberty.....    | Sullivan.     |
| Resue, Wesley.....            | Olive.....      | Ulster.       |
| Riley, James.....             | Brooklyn.....   | Kings.        |
| Roberts, John J.....          | New York.....   | New York.     |
| Robinson, Stanley.....        | New York.....   | New York.     |
| Rosenthal, Joseph.....        | New York.....   | New York.     |
| Rumpf, Charles.....           | New York... ..  | New York.     |
| Ryckman, William A.....       | New York.....   | New York.     |
| Sanford, Charles J.....       | Rhinebeck.....  | Dutchess.     |
| Sartor, Albert.....           | New Lots.....   | Kings.        |
| Satow, Frederick.....         | New York.....   | New York.     |
| Scharlin, Jacob.....          | New York.....   | New York.     |
| Schleich, Martin, Jr.....     | Brooklyn.....   | Kings.        |

| Name.                     | Town.                 | County.      |
|---------------------------|-----------------------|--------------|
| Schmidt, George.....      | New York.....         | New York.    |
| Schneider, Edward .....   | New York.....         | New York.    |
| Schreiner, Conrad.....    | Sand Lake.....        | Rensselaer.  |
| Scudder, Jonas S.....     | Huntington.....       | Suffolk.     |
| Seiderer, Charles.....    | Hudson.....           | Columbia.    |
| Seigler, Albert.....      | New York.....         | New York.    |
| Short, William E.....     | Kingston.....         | Ulster.      |
| Shufelt, Floyd.....       | Cincinnati.....       | Cortland.    |
| Silliman, Frank D.....    | Fulton.....           | Schoharie.   |
| Slaven, Henry.....        | Unadilla.....         | Otsego.      |
| Smith, Burdette.....      | Albany.....           | Albany.      |
| Smith, Nicholas.....      | New York.....         | New York.    |
| Smith, Orlando D.....     | Grahamville.....      | Sullivan.    |
| Somel, Louis.....         | New York.....         | New York.    |
| Spells, William H.....    | Deer Park.....        | Orange.      |
| Spilker, Frederick.....   | Long Island City..... | Kings.       |
| Stacy, Albert.....        | Palmyra.....          | Wayne.       |
| Stauch, John.....         | New York.....         | New York.    |
| Strope, Lawrence D.....   | Stockport.....        | Columbia.    |
| Stryker, Frank A.....     | Brooklyn.....         | Kings.       |
| Suk, Anton.....           | New York.....         | New York.    |
| Taplin, John E.....       | Brooklyn.....         | Kings.       |
| Taylor, Walter B.....     | New York.....         | New York.    |
| Thies, Henry G.....       | New York.....         | New York.    |
| Thompson, Charles T.....  | Brooklyn.....         | Kings.       |
| Thompson, James.....      | New York.....         | New York.    |
| Thompson, Robert J.....   | Yonkers.....          | Westchester. |
| Timberger, Ignatz.....    | New York.....         | New York.    |
| Toohy, Joseph.....        | New York.....         | New York.    |
| Torsney, John.....        | Ninneville.....       | Essex.       |
| Totten, Oscar J.....      | New York.....         | New York.    |
| Turner, Frank.....        | Brooklyn.....         | Kings.       |
| Tweed, Richard R.....     | Brooklyn.....         | Kings.       |
| Tyler, Ira W.....         | New York.....         | New York.    |
| Van Seggar, John H.....   | New Lots.....         | Kings.       |
| Vernon, Christian E.....  | New York.....         | New York.    |
| Vincent, Alexander B..... | New York.....         | New York.    |
| Wagele, Antoine.....      | New York.....         | New York.    |
| Wahlstrom, Oscar W.....   | Brooklyn.....         | Kings.       |
| Wankowski, Frank.....     | Ossining.....         | Westchester. |
| Watkins, William, Jr..... | Albany.....           | Albany.      |
| Watson, William W.....    | Yonkers.....          | Westchester. |

| Name.                  | Town.         | County.     |
|------------------------|---------------|-------------|
| Whalen Edward.....     | New York...   | New York.   |
| Wilson, James B.....   | Brooklyn..... | Kings.      |
| Winbon, John J.....    | Schodack..... | Rensselaer. |
| Winne, Solomon H.....  | Kingston..... | Ulster.     |
| Wood, Frank J.....     | New York..... | New York.   |
| Wooley, Charles E..... | New York..... | New York.   |
| Wormer, Edmund R.....  | Albany.....   | Albany.     |
| Zerovitch, Harry.....  | New York..... | New York.   |
| Zundell, Robert....    | New York..... | New York.   |

## FEMALES.

|                            |                   |              |
|----------------------------|-------------------|--------------|
| Aird, Catherine.....       | New York.....     | New York.    |
| Anderson, Elizabeth M..... | Brooklyn.....     | Kings.       |
| Anderson, Henrietta.....   | New York.....     | New York.    |
| Antusch, Amelia.....       | Newton.....       | Queens.      |
| Austin, Almeda M.....      | Watertown.....    | Jefferson.   |
| Austin, Nellie.....        | Hudson.....       | Columbia.    |
| Bammann, Emma.....         | New York.....     | New York.    |
| Barnett, Charlotte A.....  | Brooklyn.....     | Kings.       |
| Barrett, Aleeta F.....     | Bedford.....      | Westchester. |
| Beesmer, Cora J.....       | Olive.....        | Ulster.      |
| Blackman, Katie.....       | Deer Park.....    | Orange.      |
| Blaum, Josephine.....      | Brooklyn.....     | Kings.       |
| Bogatiska, Margaret.....   | New York.....     | New York.    |
| Bolender, Jennie.....      | Brooklyn.....     | Kings.       |
| Bopp, Katie.....           | New York.....     | New York.    |
| Boyd, Margaret.....        | New York.....     | New York.    |
| Branfuhr, Mary.....        | New York.....     | New York.    |
| Brisco, Henrietta.....     | New York.....     | New York.    |
| Brown, Mary.....           | New York.....     | New York.    |
| Brown, Minnie.....         | New York.....     | New York.    |
| Buss, Johanna.....         | Middletown.....   | Richmond.    |
| Byron, Forence M.....      | New York.....     | New York.    |
| Colligan, Lena.....        | New York.....     | New York.    |
| Craig, Agnes.....          | Brooklyn.....     | Kings.       |
| Crolius, May C.....        | New York.....     | New York.    |
| Curci, Francesca.....      | New York.....     | New York.    |
| Davenport, Lillie.....     | New York.....     | New York.    |
| Davis, Clara E.....        | New York.....     | New York.    |
| Davis, Rachel.....         | Fly Mountain..... | Ulster.      |

| Name.                        | Town.             | County.      |
|------------------------------|-------------------|--------------|
| Day, Lura.....               | Tompkins.....     | Delaware.    |
| Devoe, Ida M.....            | Mt. Pleasant..... | Westchester. |
| Dixon, Harriet.....          | New York.....     | New York.    |
| Donoho, Margaret A.....      | New York.....     | New York.    |
| Eaton, Mary.....             | Brooklyn.....     | Kings.       |
| Fenalli, Lagai.....          | New York.....     | New York.    |
| Finch, Elva.....             | Fulton.....       | Schoharie.   |
| Fish, Mabella S.....         | New Castle.....   | Westchester. |
| Fisher, Lizzie.....          | New York.....     | New York.    |
| Flanagan, Elizabeth.....     | Newburgh.....     | Orange.      |
| Frantz, Ella M.....          | Ellenville.....   | Ulster.      |
| Freeholder, Eva.....         | New York.....     | New York.    |
| Gabie, Florence.....         | Yonkers.....      | Westchester. |
| Gartland, Catherine E.....   | Brooklyn.....     | Kings.       |
| Gibbs, Maud.....             | Brooklyn.....     | Kings.       |
| Glosque, Mary.....           | Yonkers.....      | Westchester. |
| Grant, Maud.....             | Newburgh.....     | Orange.      |
| Gray, Edith P.....           | Barker.....       | Broome.      |
| Hamilton, Martha A.....      | Cobleskill.....   | Schoharie.   |
| Hand, Florence H.....        | Brooklyn.....     | Kings.       |
| Hanlin, Mary.....            | Brooklyn.....     | Kings.       |
| Hasty, Martha.....           | New York.....     | New York.    |
| Hawkins, Frankie C.....      | Oswego.....       | Oswego.      |
| Haws, Hattie.....            | New York.....     | New York.    |
| Helst, Mary.....             | New York.....     | New York.    |
| Hoag, Sarah J.....           | New York.....     | New York.    |
| Hollister, Daisy.....        | New York.....     | New York.    |
| House, Eliza M.....          | Brooklyn.....     | Kings.       |
| Hutschinreuter, Hetwich..... | New York.....     | New York.    |
| Jaycox, Martha.....          | New York.....     | New York.    |
| Jost, Mena.....              | New York.....     | New York.    |
| Judge, Alice.....            | New York.....     | New York.    |
| Kaiser, Cornelia.....        | New Paltz.....    | Ulster.      |
| Keefe, Catherine.....        | Rockland.....     | Sullivan     |
| Kelly, Mary A.....           | New York.....     | New York.    |
| Kempf, Catharine.....        | New York.....     | New York.    |
| Ketchum, Clara E.....        | Greenbush.....    | Rensselaer.  |
| Kilroy, Catherine.....       | Kingston.....     | Ulster.      |
| Knack, Catherine.....        | Fremont.....      | Sullivan.    |
| Knorr, Eliza.....            | New York.....     | New York.    |
| Kortright, Nellie.....       | New Lots.....     | Kings.       |
| Kuehn, Bertha.....           | Fishkill.....     | Dutchess.    |

| Name.                     | Town.            | County.      |
|---------------------------|------------------|--------------|
| Kugler, Annie C.....      | Ramapo .....     | Rockland.    |
| Kurz, Josephine.....      | New York.....    | New York.    |
| Landt, Lina.....          | New York.....    | New York.    |
| Larsson, Emma C.....      | Stony Point..... | Rockland.    |
| Levy, Jane.....           | New Lots.....    | Kings.       |
| Lewis, Mary A.....        | Albany.....      | Albany.      |
| Little, Antoinette.....   | Newburgh.....    | Orange.      |
| Logue, Catherine.....     | Yonkers.....     | Westchester. |
| Long, Mary.....           | New York.....    | New York.    |
| Long, Nellie.....         | New York.....    | New York.    |
| Lorigan, Nellie E.....    | New York.....    | New York.    |
| Lovell, Antoinette V..... | Brooklyn.....    | Kings.       |
| Marks, Sarah.....         | New York.....    | New York.    |
| Martin, Mary A.....       | Albany.....      | Albany.      |
| Martin, May.....          | Riverhead.....   | Suffolk.     |
| McCatty, Ellen M.....     | Brooklyn.....    | Kings.       |
| Millard, Cora L.....      | Beekman.....     | Dutchess.    |
| Miller, Eunice.....       | Gilboa.....      | Schoharie.   |
| Nicholson, Mary.....      | New York.....    | New York.    |
| Norton, Elizabeth.....    | Binghamton.....  | Broome.      |
| Ogle, Elizabeth.....      | Newburgh.....    | Orange.      |
| Ottmer, Katie F.....      | Brooklyn.....    | Kings.       |
| Palmer, Elizabeth A.....  | Troy.....        | Rensselaer.  |
| Peter, Christina M.....   | New York.....    | New York.    |
| Pfeffer, Mary C.....      | New York.....    | New York.    |
| Phillipski, Annie.....    | Yonkers.....     | Westchester. |
| Pinder, Edna.....         | Middleburgh..... | Schoharie.   |
| Poblinski, Bessie.....    | New York.....    | New York.    |
| Porter, Sarah A.....      | New York.....    | New York.    |
| Quevedo, May F.....       | Flatbush.....    | Kings.       |
| Rapp, Mary E.....         | Albany.....      | Albany.      |
| Richter, Jane.....        | New York.....    | New York.    |
| Rinneberg, Annie.....     | Brooklyn.....    | Kings.       |
| Rosenberg, Annie.....     | New York.....    | New York.    |
| Russell, Agnes.....       | Newburgh.....    | Orange.      |
| Sanford, Millie L.....    | Rhinebeck.....   | Dutchess.    |
| Schaefer, Catherine.....  | New York.....    | New York.    |
| Schoomaker, Amanda.....   | Rochester.....   | Ulster.      |
| Snedden, Kate A.....      | New York.....    | New York.    |
| Spieles, Katie.....       | New York.....    | New York.    |
| Starbuck, Anna L.....     | Malta.....       | Saragota.    |
| Stockner, Alice.....      | New York.....    | New York.    |

| Name.                         | Town.                 | County.     |
|-------------------------------|-----------------------|-------------|
| Streeter, Dora.....           | Canajoharie.....      | Montgomery. |
| Taylor, Ella F.....           | New York.....         | New York.   |
| Taylor, Selina.....           | New York.....         | New York.   |
| Thadwald, Elizabeth.....      | New York.....         | New York.   |
| Thurston, Hannah.....         | Hempstead.....        | Queens.     |
| Tiedemann, Margaret.....      | New York.....         | New York.   |
| Turner, Gertrude.....         | Brooklyn.....         | Kings.      |
| Tyrell, Jenevra.....          | Brooklyn.....         | Kings.      |
| Van Valkenburg, Carrie B..... | Oswego.....           | Oswego.     |
| Waidler, Ann L.....           | Long Island City..... | Queens.     |
| Weidmann, Lizzie.....         | New York.....         | New York.   |
| Wilson, Teresa.....           | New York.....         | New York.   |
| Young, Blanche.....           | New York.....         | New York.   |
| Zenner, Mary A.....           | Brooklyn.....         | Kings.      |
| Zettel, Johanna.....          | New York.....         | New York.   |

## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected



and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read the lips?
13. Is he cleanly or otherwise in habits?
14. Has he any acute disease, or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy?
16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium or tobacco ?
18. Has he ever been vaccinated or had small pox ?
19. Has he had the scarlet fever ?
20. Has he had the measles ?
21. Has he had the mumps ?
22. Has he had the whooping cough ?
23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?
24. Are there any other cases of deafness in the family, among relatives or ancestors ?
25. What is the name of the father ?
26. Where was he born ?
27. What is the name of the mother ?
28. Where was she born ?
29. What is the name and post-office address of the correspondent ?
30. What is the occupation of the father ?
31. Have either of the parents died ?
32. Has a second connection been formed by marriage—*e.g.*, cousins ?
33. Were the parents related before their marriage ?
34. What are the names and ages of their children ?
35. What is the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?
36. Has he any special mark or peculiarity of appearance ?
37. Color, color of eyes, stature, color of hair.
38. By whom is this information given ?

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## LAWS AND BLANK FORMS.

### RELATING TO THE ADMISSION OF PUPILS.

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#### CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

*The people of the State of New York, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Conteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupils so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years;

but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years, The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1, of chapter 555, of the laws of 1864."

Passed June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications, shall be eligible to appointment to the institutions for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institutions for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which in his opinion the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

## APPLICATION.

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK,    { ss.:  
     County of       ,        }

.....of the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of ..... 18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

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 CERTIFICATE
*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK,    { ss.:  
     County of       ,        }

I have this day selected.....of the town of.....county of....., son [or daughter] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of .....18 , ( he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of .....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... } .....  
                     of the town of  
                     .....

Dated.....18 .

## APPLICATION.

### FOR THE ADMISSION OF STATE PUPILS.

*To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City :*

The undersigned, desiring to procure the admission of.....  
.....as a State Pupil, into the Institution above named, for the purpose of receiving the benefits of Education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of applicant, as follows :

State,.....County,.....Town or city,.....

*Note.*—(Name Street and Number.)

How long has applicant lived in the State of New York?

Answer.....

How long in the County above named?

Answer.....

State full names of parents, guardians or nearest relative of applicant?

Answer.....

State the residence of the above named parents, guardian or nearest relative as follows :

State,... ..County,.....Town or city,.....

State how long the above named parents, guardian or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named?

Answer.....

When was the applicant born?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the ..... and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said Institution ?

Answer...:.....

State any other fact, or facts, connected with the history of applicant, that will aid in determining the application.

Answer.....

Dated at..... this..... day of..... 188 ..

NOTE—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent ; state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that ..... is the parent, guardian or relative of applicant above named, and that the above statement signed by ..... is true to the best of ..... knowledge and belief.

Sworn to before me this..... }  
day of..... 188 .. }



**CERTIFICATE**

**OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.**

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

.....

---

**TO THE HONORABLE.....**

*Superintendent of Public Instruction, Albany, N. Y.*

The undersigned hereby recommend that the above named applicant, ..... be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of..... years, from..... and that clothing be furnished by .....

.....

*Principal or Superintendent.*

**FORM OF BOND.**

Know all men by these presents, that we.....of  
 .....in the county of.....and State  
 of....., and.....of.....  
 in the county of.....and State of.....are  
 held and firmly bound unto....., the treasurer of the New  
 York Institution for the Instruction of the Deaf and Dumb, and his  
 successor in office in the sum of.....dollars, for  
 which payment, well and truly to be made, we bind ourselves, our  
 heirs, executors, and administrators, jointly and severally, firmly by  
 these presents.

Sealed with our seals. Dated at.....this.....  
 day of.....A. D....

Whereas.....of.....in the county  
 of.....and State of.....has  
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if  
 the above named obligors shall well and truly pay, during the con-  
 tinuance of the said....., as such pupil, the sum of  
 three hundred dollars per annum for....board and tuition, semi-  
 annually in advance, and shall also pay in advance the sum of fifty  
 dollars a year for clothing, and shall also pay on demand all sums  
 charged to the account of said.....for money or necessary  
 articles furnished to said.....; and shall also pay interest  
 on each bill, from and after the time it shall become due, then this  
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
 presence of }

..... [L. S.]  
 ..... [L. S.]

## SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue, Kingsbridge Road and One Hundred and Sixty-Third street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth street, to One Hundred and Sixty-Third street on Tenth Avenue.

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## PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

---

## FORM OF BEQUEST.

I give and bequeath to the "The New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of .....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | JOHN ALSTYNE,             |
| WILLIAM DENNISTOUN,   | SETH GROSVENOR,           |
| ELIZABETH DEMILT,     | SIMON V. SICKLES,         |
| MADAME ELIZA JUMEL,   | THOMAS C. CHARDAVOYNE,    |
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| THOMAS EGLESTON,      | JAMES N. COBB,            |
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| THOMAS EDDY,          | ROBERT C. GOODHUE,        |
| BENJ. F. WHEELWRIGHT, | DANIEL MARLEY,            |
| MARIA M. HOBBY,       | ELIZA MOTT,               |
| BENJAMIN ABRAMS,      | SAMUEL WILLETTTS,         |
| JAMES KELLY.          |                           |

**SEVENTY-FIRST ANNUAL REPORT**  
**AND**  
**DOCUMENTS**  
**OF THE**  
**New York Institution**  
**FOR THE**  
**Instruction of the Deaf and Dumb,**  
**TO THE**  
**LEGISLATURE OF THE STATE OF NEW YORK,**  
**For the Year 1889.**

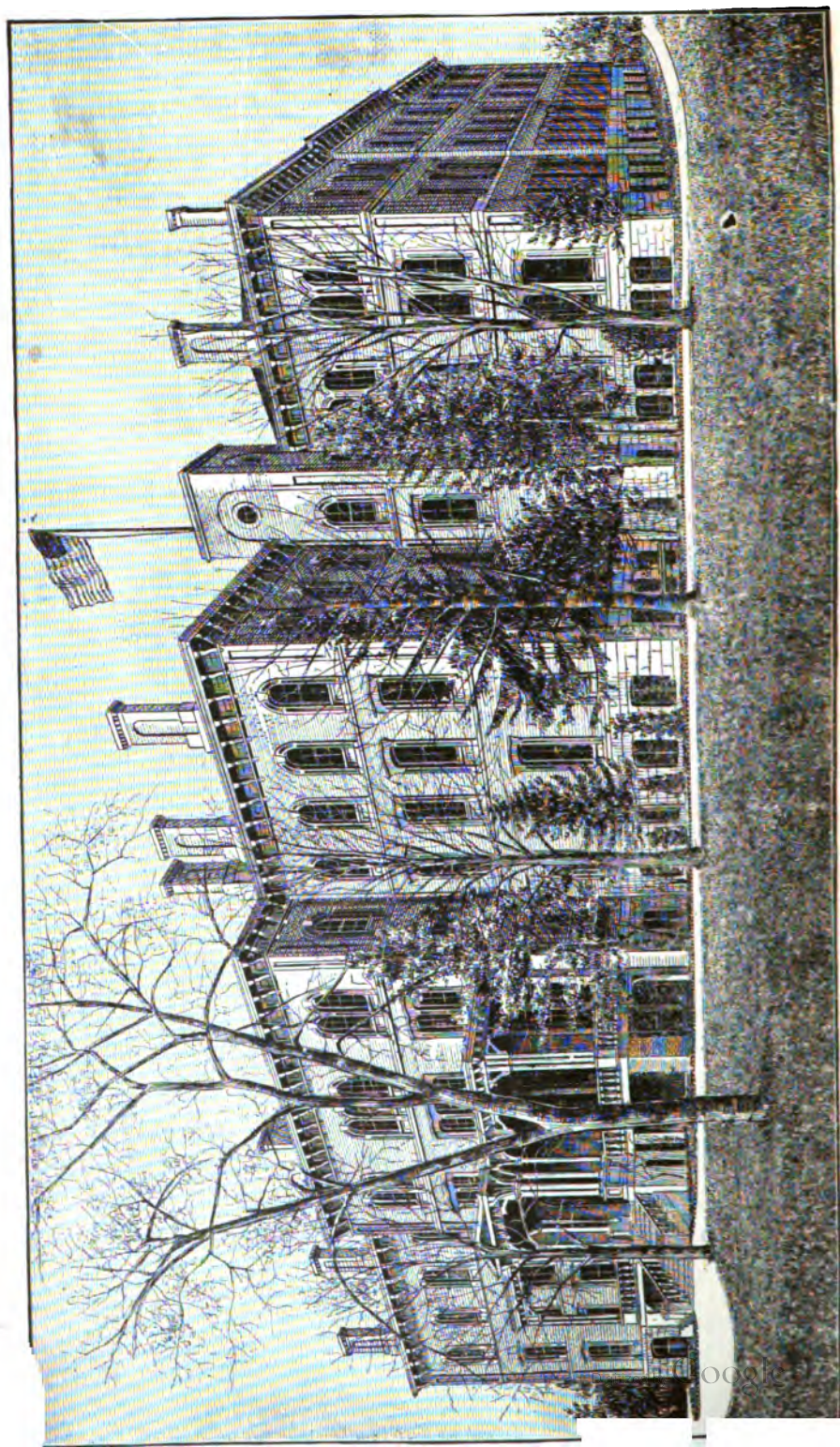
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**NEW YORK :**  
**PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.**  
**1890.**

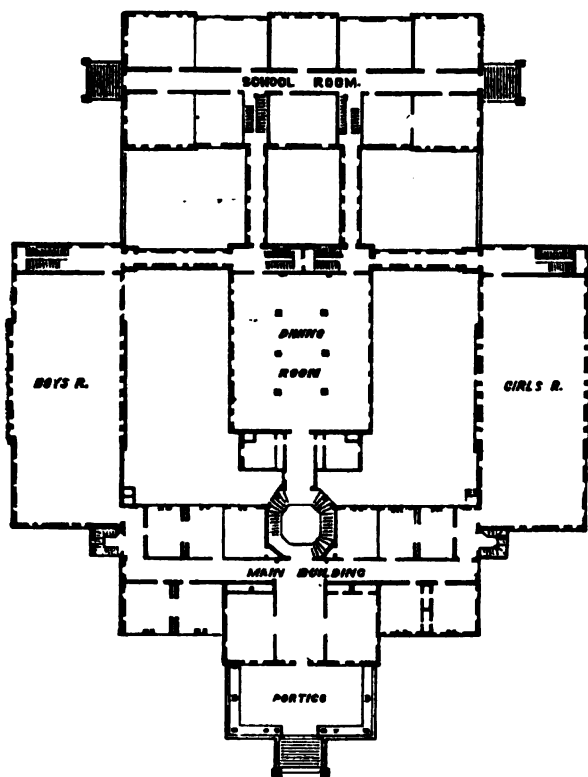


is York Street, New York City.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building).

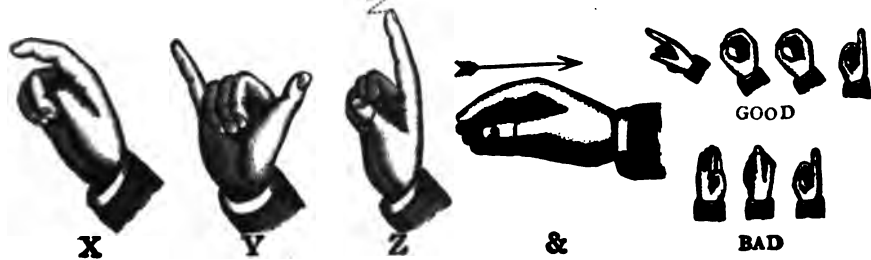
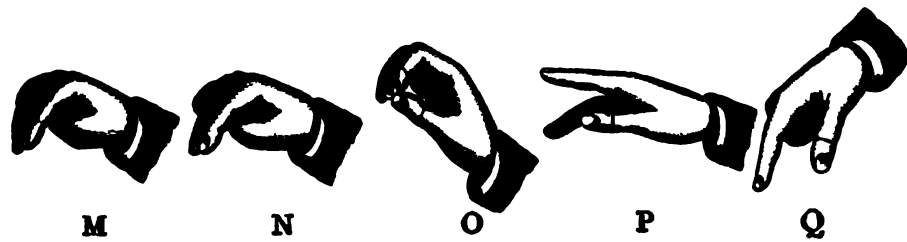
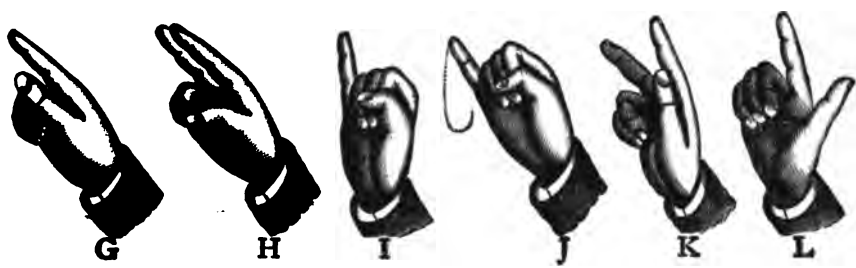
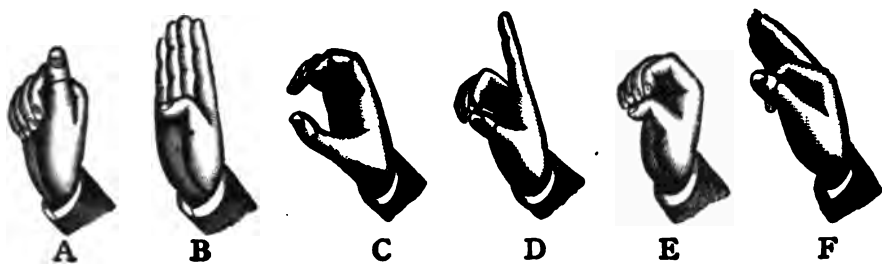




PRINCIPAL FLOOR.  
SCALE.

0 10 20 30 40 50 60 70 80 90 100







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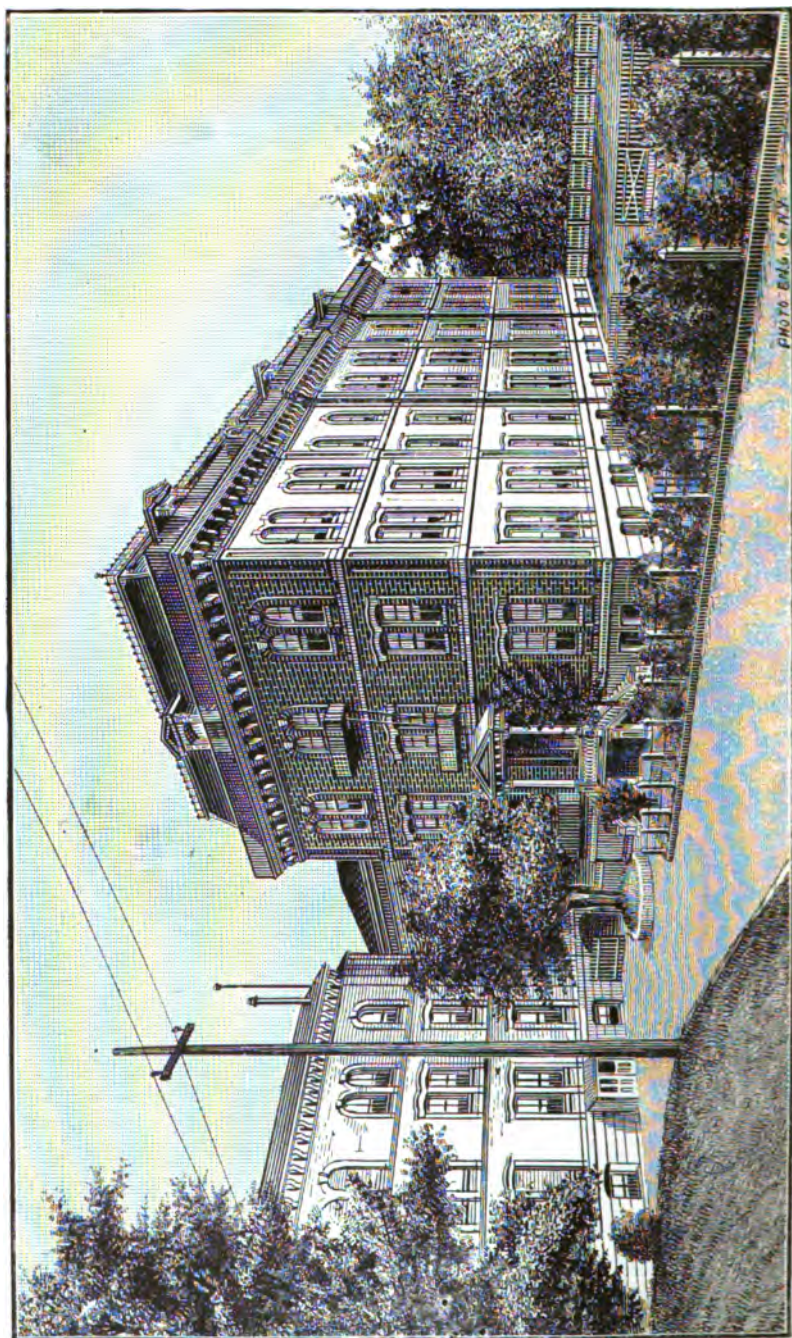
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MISS SUSAN THISTLE—Housekeeper.

MRS. ANN L. TURNER—Linen Room.

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## ENGINEER.

JOSEPH H. BANKS.

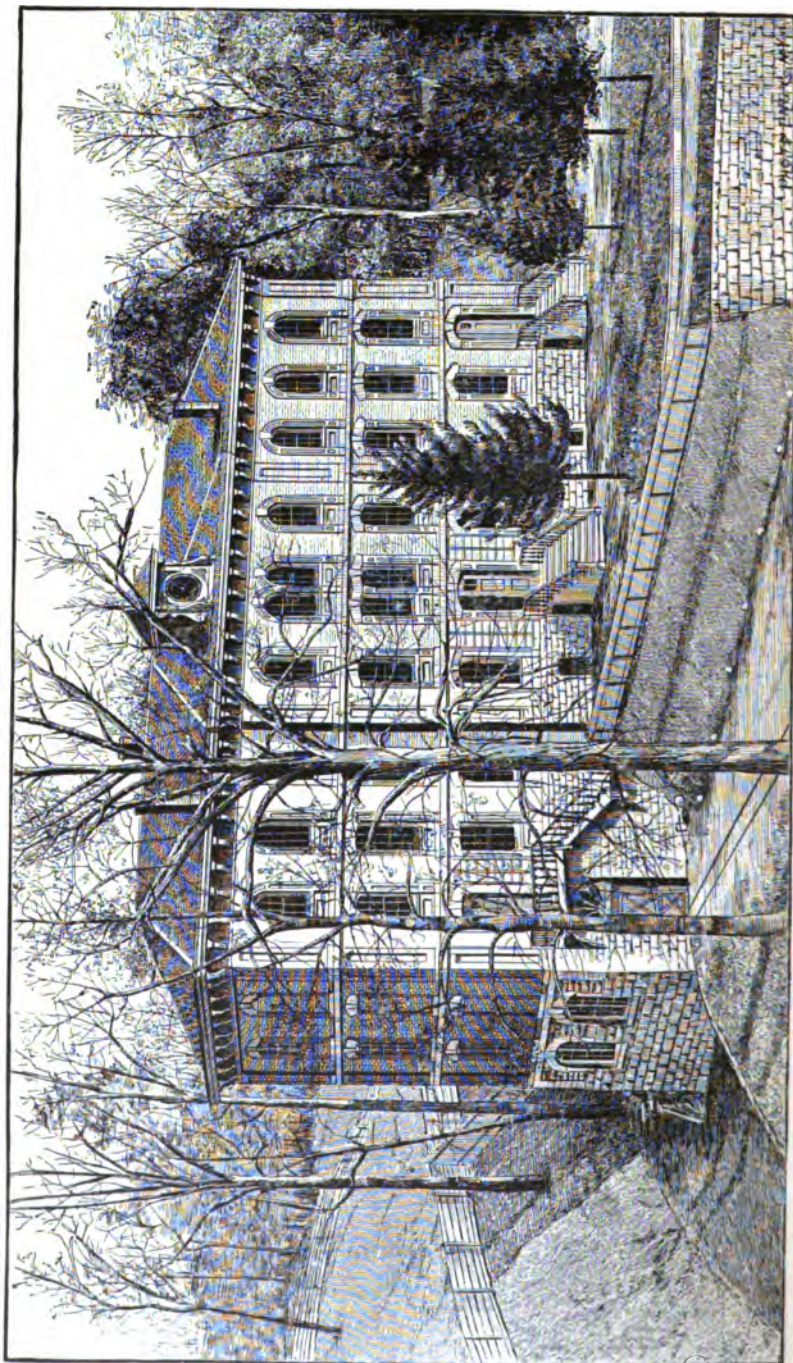
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MAGGIE DONLAN.





TRADES SCHOOL BUILDING.

# INDUSTRIES AND TRADES.

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THE UNIVERSITY OF CHICAGO

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LIBRARY

## SEVENTY-FIRST ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, present to the Legislature of the State of New York, their Seventy-First Annual Report, for the year ending September 30th, 1889.

The accompanying reports of the several officers of the Institution, present in detail statements of the policy pursued in the educational and industrial training of the pupils, of the condition of its property, of the health of its inmates, and of the receipts and expenditure of funds.

The report on the annual examination will be found of interest, as showing the progress made during the year in all departments.

It has long been the settled policy of this Institution to supplement instruction in the rudiments and higher branches of an English education, by an equally thorough course of training in industrial work. It has sought to lift a class of youth laboring under great disabilities, arising from the want of hearing, out of the condition of helplessness in which they would otherwise have been doomed to forever remain, by equipping them with knowledge of some useful trade or mechanical calling. The success met with in this endeavor has been most gratifying, and proof has been given that a large proportion of deaf-mutes may be qualified to struggle manfully in the battle of life and become self-supporting and useful citizens.

Included in this report will be found the Report of a Committee, to which was referred the matter of increasing the branches of practical industry in the Institution. It deals comprehensively with the subject of industrial training for deaf-mutes; sets forth the course pursued; suggests new fields of operation; and furnishes statistics received from a large number of its graduates, showing the positions of usefulness and distinction they have reached. The facts given are remarkable, and serve to make evident that the money appropriated by the State and Counties and individuals, in behalf of the deaf and dumb in this Institution, is returning a full equivalent.

Not all deaf-mutes are mentally qualified to receive training in the complex forms of mechanical work. For some, the simplest industry must suffice. Those of the brightest intellect are already under instruc-

tion in the several departments they have chosen ; and, should new branches be added to the curriculum, as recommended in the report of the committee, it may be difficult to find pupils to engage in them, unless by withdrawals from those now in operation.

The Board regrets to note a falling off in the number of pupils. The decrease is doubtless partly due to the increase of institutions for the deaf and dumb in the State of New York, the effect being that the advantages offered by the parent institution are not enjoyed by so many as its capacity would warrant it in receiving.

Expenses cannot be curtailed in proportion to shrinkage in numbers. The cost of maintenance of grounds and buildings, of fuel and lights, and of administration, must of necessity remain nearly stationary, irrespective of numbers, and cannot be made to decrease proportionately with a decrease of pupils. The minimum of cost in these respects being reached, a falling off in numbers signifies increased cost per capita. This Institution was fashioned to accommodate 550 pupils. The number of those that have been under instruction during the past year, as reported by the Principal, is as follows :

There were under instruction in the several classes, 365 pupils ; 240 males and 125 females. Of these were present at the annual examination in June, 328 pupils—220 males and 108 females. The boys' classes had six gentleman teachers and two lady teachers, and the girls were taught in classes by four lady teachers.

The combined system of instruction, by which it is sought "to make interchangeable the several forms of expression, by signs, the manual alphabet, writing and articulation," has been followed with continued success.

There were under instruction in the Art Department of selected pupils, fifteen girls and fifteen boys ; and all the pupils received elementary instruction in drawing once a week. Of graduates from pupils having followed a full course of instruction in this department, there were two girls and two boys.

The exhibits of drawings from nature, of painting on china, of modelling in clay, of wood-carving, and art needlework, were very satisfactory. This department was opened with some misgivings. The practical question whether instruction therein would open new avenues of profitable employment to its graduates, could only be answered by experience. The full result of the experiment in this respect cannot yet be accurately determined ; but enough has been learned to warrant the expectation that pupils of the highest rank may reasonably count on employment, with remunerative wages, as designers, decorative artists, draughtsmen, modellers in pottery works, and in manufactories and other branches of business. The Board has under



consideration the question of continuing this department, under such modifications and restrictions as experience may suggest.

From the Report of the Treasurer, it will be seen that the receipts from the State, Counties and individuals, for the support of pupils, have been insufficient to meet ordinary expenses.

The deficiency of \$5,998.18 has been met by drawing upon funds derived from other sources, and reserved for extraordinary expenses, assessments and improvements.

For different periods during the year, eighteen pupils have had free board and instruction at the expense of the Institution. The Board of Directors will endeavour to continue the good work of educating the deaf-mutes entrusted to its care, in accordance with the best methods as sanctioned by experience, so that they may become useful, industrious, self-supporting, self-respecting, and respected citizens of the commonwealth.

All of which is herewith submitted.

In behalf of the Board of Directors.

ENOCH L. FANCHER,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## Report of the Principal.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—The total number of pupils instructed within the year ending September 30th, 1889, in the Educational Department of this Institution, under my special supervision, was 365, of whom 240 were males and 125 females.

Of these, there were in attendance during the academical year commencing September 5th, 1888, 229 males and 117 females, a total of 346 pupils, under fourteen instructors, in twenty-one classes, 328 being present at the Annual Examination in the month of June last.

In the Juvenile Department, fifty-two little boys, under twelve years of age, were provided with a home separate from that of the other pupils, in which they received constant oversight and devoted attention from a matron, two care-takers and three teachers, and were not allowed to mingle with the other pupils.

The twenty-five little girls of the same age were accommodated and instructed in the larger buildings of the Institution, where, under the maternal care of the matron, they derived a benefit from association with older pupils of their own sex, who acted toward them the part of affectionate sisters.

In no one respect, perhaps, is the difference between the two sexes more marked than in this. Little boys do best when they are surrounded by a gentle influence, in which the sweet simplicity of childhood has no chance to be affected by the code and the customs of larger and stronger boys, who, while trained to exercise a higher degree of responsibility, are not naturally animated by benevolent consideration for the little ones, who emulate, but are not old enough to share, their independence, with impunity. Little girls, on the contrary, quicken into activity all that is tenderest in the heart of their older female companions, and find themselves the objects of a patient solicitude and consideration, which adds to their comfort and happiness and in no way detracts from their well being.

The number, sex and standing of the pupils in each class, the names

and sex of the teachers and the special duties assigned to each, will be found in a schedule furnished by me to the Committee on the Annual Examination, and incorporated into their separate report, to which, as made up of full extracts from the *procès verbal* of the work of the pupils, I would refer for a complete exhibit of the studies pursued and the results obtained.

In the grammar department, preceded as it is, with the exception of a few pupils who have entered the Institution after the age of twelve, by a preliminary training in the Juvenile department, our pupils acquire a good ability to read and understand books and newspapers printed in the English language, and to use that language in the written expression of their own ideas in communication with their friends and others.

The importance of this fundamental work of the Institution cannot be overrated. On it depend the future relations of our pupils to society, and their ability to continue that self-culture for which the period school life is but a preparation in the case of every person, whether endowed with hearing or deprived of a sense, the value of which, when we consider the difficulties, that, at one time regarded as insurmountable, are even now overcome only by the most patient and assiduous application of philosophical methods, may be regarded as well nigh inestimable.

It furnishes the key to all the knowledge that has been stored in the archives of literature and science, and yet, by us, it has to be performed in behalf of a being isolated, till he comes to school, from all the influences which surround the hearing child, without language, without a conception of the difference between right and wrong, without a knowledge of his relations to his father on earth or his Father in Heaven, and, moreover, with faculties benumbed by comparative disuse, even, if not, as happens in many instances, affected by a defective physical constitution.

The earlier the age at which such a child can be safely sent to us, the better, for the sooner the faculties of the mind are developed, the less danger is there of their losing their elasticity. This is strikingly illustrated by the fact that, in those rare instances where deaf children are born to deaf parents, these children are much more intelligent than deaf children born to hearing parents, and where hearing parents have, as is often the case, several deaf children, the youngest of these comes to school far better prepared to enter upon a systematic course of study than those who preceded him, and this, on account of their constant communication with him, through the sign-language, from the earliest period of infancy.

Still it must not be expected that a young deaf child will, at first,

acquire language very rapidly. The tender powers require tender treatment. The development must be natural and not strained. In laying the foundation of a good handwriting, and in acquiring a vocabulary of names of things and attributes, through object lessons, and the ability to construct a limited number of simple sentences descriptive of natural actions or expressing simple ideas given in the sign-language, he is to be regarded as having accomplished a great deal. If he comes to us at the age of six, he will, when he is ten or twelve years old, be far superior in ability to compute by numbers, to practise all the mere mechanics of language, such as copying a lesson and writing from memory, and, perhaps, in exact information, to his hearing brother and sister of six, but in actual knowledge of words and ability to use them, he is their inferior. It is only after this age that we make the greatest strides—and, if any of our pupils have not had the benefit of juvenile training, and we have to commence with them at the age of twelve or later, their inferiority is far more apparent. Unfortunately there are too many deaf-mutes kept at home during this plastic period, and even till they have reached mature years.

In our two least-advanced classes, there are now eight *men grown*, who, in knowledge of language, are practically mere children just learning to speak. And yet, even these have a future before them, very limited it is true, but capable of great development, through signs, in general knowledge, in moral and religious ideas, in some industrial handicraft, and, to a certain extent, in the use of written language.

My long experience in the instruction of the deaf has suggested to me a method of meeting the difficulties of written language, additional to that previously in use, which, it is confidently believed, will greatly diminish the labors of the teachers, and bring our pupils more quickly to the point sought to be attained, than has hitherto been the case, in the institutions established for the education of the deaf. It is a new phase of that form of the combined method of instruction which distinguishes this Institution, and not only unites in a novel manner the intuitive and grammatical methods, but also introduces a new application of the language of signs. The use made of it during the past year, has already produced an excellent effect upon our younger classes, and promises still better results as it shall be developed in the future.

In lip-reading and articulation, I have also prepared a regular system of progressive exercises, which have been taught in several of the classes, and will, through a new classification, by which another of our experienced lady teachers will be enabled to devote her whole time to this important branch, secure a full hour of instruction daily in speech as well as in speech-reading, to every pupil in the grammar depart-

ment, notwithstanding the fact that several of our best teachers of written language are, through deafness, incapacitated from drilling their pupils in the effective use of the voice.

The statements made in this connection, in my last annual report, have been fully corroborated by the experience of the past year. We confine our instruction in these branches no longer to selected pupils, but give to all the benefit of participating in it, making it, it is true, not the main instrument of instruction, as is done in so-called articulation schools, but an acquired means of expression, which will be found useful in intercourse with the world.

In addition to the knowledge of written and spoken language acquired in the different grades of the grammar department, our pupils become quite conversant with geography, in which they even excel hearing youth, with the history of the United States, with arithmetic, and with the elements of science. By means of lectures delivered to them from time to time, some of which are illustrated by the stereopticon, they also obtain clear views of a still wider field, and come to be well informed on subjects not strictly confined to the curriculum of the classroom.

A further means of general development is obtained through their Literary Society, in which debates are held in the sign-language, on mooted questions in ethics and on the live questions of the day.

In the Academical department, into which enter those of our pupils, who, favored by the possession of hearing in early childhood, or by an additional period of three years' instruction secured by law to twenty-four selected pupils, have attained a higher degree of advancement than falls to the lot of the majority, are pursued those studies which characterize the high schools of the State. From this department have graduated many deaf-mutes, who have occupied positions of prominence and responsibility in various avocations, to success in which they have attained, in spite of obstacles that would have disheartened them, had they been less thoroughly trained.

The opportunity enjoyed by these, ought to be extended to a still greater number, and it is to be hoped that a successful appeal may be made to the legislature in their behalf. During the latter part of the last school term, the directors kindly extended the terms, at the expense of the invested funds of the Institution, of eighteen pupils from periods varying from two weeks to four months, so that they might be brought to a fitting conclusion. Some of these pupils were then recommended for vacancies that occurred, but others were obliged to take a final leave of the Institution, just at a time when they would have derived a special benefit by a renewed appointment.

In the department of artistic culture, our pupils have, for five years,

enjoyed exceptional advantages. To them, more than to others, this opens a field peculiarly inviting. Depending upon the eye for most of their pleasure, and upon mental vision for recalling the scenes of memory and for effecting the combinations of imagination, their thought is mostly of a pictorial character, and special training in this direction meets with a higher reward than it would if it were not aided by the intensity imparted to the sense of sight; which, deprived of the aid of hearing, is compelled, in their case, to perform a double function.

It furnishes them, moreover, with a means of supplementary expression, so that, if perchance they fail to make themselves understood by writing or by gesture, they may convey a clear and unmistakable impression by a well-drawn plan or sketch.

It is the one means by which they may establish, without cavil, their unmistakable equality with, if not superiority to those who hear. That they should become dextrous in mechanical labor is a commonplace deduction from the proposition that, given brains, instruction and practice, skill must follow. That they should overcome the difficulties of the English language is a sort of miracle, but it is attributable rather to the philosophic system worked out by men who have dug deep than that they might build high. But that they should excel in a direction in which failure seems the rule and success the exception, seems to point to something inherent in their condition that must be regarded in the light of compensation.

It opens up to them, as has been well said by Mr. Herbert Steele Kellogg, in a letter to myself written after he had examined our department of art, "a field that is practically unlimited, when," as he found in the Institution, "girls and boys are readily taught to design dresses, ornamental windows, furniture, to design patterns and carve them in wood, to model in clay and plaster, to decorate pottery, china and glass, to design patterns for oil-cloth, carpet and wall-paper, panels for walls, screens and embroidery."

During the last year, the pupils in each class have received one hour's lesson a week in drawing from the object, and fifteen boys and fifteen girls of special talent have been trained daily in some branch of industrial art, whereby they may hereafter obtain a remunerative occupation. Of the four who graduated from this department in June, two have obtained positions as teachers of Art in other institutions for the deaf, one has obtained a responsible position as draftsman in the decorative house of J. B. Tiffany, and the fourth is making a good living in a manufactory of fine jewelry, while the talent of some of those who remain promises to give them peculiar success as art-artisans.

These art trades are after all only a sort of higher handicraft which is worthless if only imperfectly mastered. They are specially useful

for selected pupils, and they have a most favorable influence on other departments of manual labor.

The other trades taught in our own Institution have a most useful bearing upon the future of our pupils, at the same time that they give rise, incidentally, to a most useful alternation in each day's routine, the succession of study and work and play, producing upon the cultivation of the mind, an effect similar to that of a wise rotation of crops upon the cultivation of the soil. It secures at the *very least*, a power to do something, and this power, discovered in a pupil considered mentally dull, often produces a reaction favorable to symmetrical development.

The admirable report, made by the Rev. Dr. Stoddard, on the effects of industrial training upon our pupils, presents the subject in a most satisfactory light, and shows how our pupils have not only been made safe, intelligent, useful citizens, but have also been able, through the trades here taught, to return a full equivalent for the money spent upon their education.

Religious and moral instruction of an unsectarian character, is not only imparted daily in the chapel, and twice on the Sabbath, but is enforced by the teachers in connection with class instruction, and made personal in private conversation with individuals. In addition to this, those pupils whose parents desire it, have the privilege of going out from time to time, to receive special denominational instruction from pastors selected by them, and of being trained in the tenets of the churches with which they severally affiliate. The Rev. Alfred Bélanger, C.S.V., of the Mission of the Infant Saviour, and the Rev. Anson T. Colt, of the Church Mission to Deaf-Mutes, both of whom are familiar with signs, have been peculiarly active in labors in behalf of those of our pupils who have especial relations to the Roman Catholic and to the Protestant Episcopal Church respectively.

The most notable event, in connection with the cause of deaf mute instruction, outside of the walls of this Institution, was the unveiling, on the grounds of the National College for Deaf-Mutes, at Washington, D. C., of a bronze statue erected by the deaf-mutes of America, to the memory of Rev. Thomas Hopkins Gallaudet, the founder of the American Asylum for the Deaf and Dumb in Hartford, Conn., in the year 1817, and the pioneer in the education of this class in this country. There was held, in connection with it, a national convention of all the deaf-mutes of this country. For courtesies extended to me on this occasion, and for the hospitality of the College tendered to me during my stay, I desire hereby to return my grateful

#### ACKNOWLEDGMENTS.

The prize of twenty dollars, tendered by Miss Elizabeth C. Jay to

the pupil who should make the best sketch in pencil, charcoal or paint, or clay modelling from animated nature, acknowledged in our last report, was awarded to Charles T. Thompson, who, while carrying with him this proof of Miss Jay's interest in his class, hopes to shed a lustre upon her gift by his success as an art artisan.

Our thanks are further due, and are hereby tendered to the editors and proprietors of the following newspapers, which have been sent free to the Institution for the use and enjoyment of the inmates :

*Monthly.*

Our Record, Buffalo, N. Y.  
 Juvenile Ranger, Austin, Texas.  
 Texas Mute Ranger, Austin, Texas.  
 The New Method, Englewood, Illinois.  
 The Sheltering Arms, New York City.  
 The Acorn, Winthrop Centre, Maine.  
 The Pacific Banner, Winthrop Centre, Maine.  
 The Sunday School Journal, New York City.  
 Appleton's Literary Bulletin, New York City.

*Semi-Weekly.*

The World, New York City.  
 Newburgh Journal, Newburgh, N. Y.

*Weekly.*

Progress, New York City.  
 Printer's Ink, New York City.  
 The Rome Sentinel, Rome, N. Y.  
 The Tablet, Romney, W. Va.  
 The Saratogian, Saratoga, N. Y.  
 The Utica Herald, Utica, N. Y.  
 The Uptown Visitor, New York City.  
 The Weekly News, Berkeley, Cal.  
 The New York Evangelist, New York City.  
 Deaf-Mute Mirror, Flint, Mich.  
 The Companion, Faribault, Minn.  
 The Silent Observer, Knoxville, Tenn.  
 The Mute's Chronicle, Columbus, O.  
 The Deaf-Mute Voice, Jackson, Miss.  
 The Wisconsin Times, Delavan, Wis.  
 The Weekly State Gazette, Trenton, N. J.  
 The Deaf-Mute Optic, Little Rock, Ark.  
 The Silent World, Philadelphia, Pa.  
 The Kentucky Deaf-Mute, Danville, Ky.



The Deseret Eagle, Salt Lake City, Utah.

The Sunday School Advocate, New York City.

The Deaf-Mute Index, Colorado Springs, Col.

The Kansas Star, Olathe, Kan. (Two copies.)

Missouri Deaf-Mute Record, Fulton, Mo.

The Goodson Gazette, Staunton, Va. (Two copies.)

Our Little People, Rochester, N. Y. (Twenty copies.)

The Deaf-Mutes' Journal, New York City. (Two copies.)

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1889.



## Report on the Annual Examination.

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JUNE 13, 1889.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—As the Committee appointed by your Board to conduct the Annual Examination of the pupils for the academic year, we beg leave to submit the following as the result of our investigations:

The examinations were held in all the classes on Thursday, June 13th, commencing at nine o'clock in the morning, and closing at five in the afternoon. To facilitate the proceedings, and, at the same time, obtain a *procès verbal* whereby the standing of every pupil might be determined, the Principal, assisted by Mr. E. H. Currier and Miss Ida Montgomery, had, at the request of the Committee, prepared a separate series of questions for each class. These questions were placed in the hands of the several teachers, who required their pupils to write upon paper full answers to each of them, enabling your Committee to pass from class to class and form an estimate of the general and individual progress.

In the examination of the High Classes, the Committee were favored with the assistance of Rev. M. Van Rensselaer, D.D., to whom, as well as to Miss Hannah J. Carter, and Messrs. Walter S. Lenox, John Karst, Herbert Steele Kellogg and J. B. Tiffany, who conducted the examination in the Art Department, and to Charles W. Minor, A.M., who examined the Kindergarten classes, the Committee desire to express their cordial acknowledgement of the gratifying reports made by them. The Committee may be permitted to remark generally that the examinations were in every respect satisfactory, and indicative of superior methods, as well as intelligent and faithful effort on the part of the instructors.

The annexed schedule, which the Committee found very useful in their work, shows the general arrangement of the pupils in classes, the number in each class, their standing, and the names of the teachers in charge.

## SCHEDULE OF CLASSES, JUNE 13, 1889.

## I.—MALES.

| Class. | TEACHERS.              | Standing.            | Under instruction during the year. | Present at the Examination. |
|--------|------------------------|----------------------|------------------------------------|-----------------------------|
| I.     | Thomas F. Fox.....     | 8 years.....         | 16                                 | 16                          |
| II.    | Walter B. Peet.....    | 7 years.....         | 16                                 | 16                          |
| III.   | Walter B. Peet.....    | 6 years.....         | 14                                 | 12                          |
| IV.    | Thomas F. Fox.....     | 5 years.....         | 17                                 | 15                          |
| V.     | Jane T. Meigs.....     | various.....         | 9                                  | 8                           |
| VI.    | William G. Jones.....  | 4 years.....         | 16                                 | 16                          |
| VII.   | William G. Jones.....  | 4 years.....         | 15                                 | 14                          |
| VIII.  | Elizabeth M. Stryker.. | 3 years.....         | 20                                 | 20                          |
| IX.    | Chester Q. Mann.....   | 2 years.....         | 19                                 | 19                          |
| X.     | Chester Q. Mann.....   | 1 year to 7 mos..... | 13                                 | 13                          |

## KINDERGARTEN.

(Children under 10 years.)

|     |                       |                      |    |    |
|-----|-----------------------|----------------------|----|----|
| I.  | Luann C. Rice.....    | 2 years.....         | 20 | 20 |
| II. | C. W. Van Tassell.... | 1 mo. to 1 year..... | 32 | 31 |

## SPECIAL CLASSES.

(Deaf-Mute, 1. Deaf, Dumb and Blind, 1. Hearing Mute, 1.)

|              |              |   |   |
|--------------|--------------|---|---|
| Various..... | various..... | 3 | 3 |
|--------------|--------------|---|---|

## HIGH CLASS.

|                      |                    |     |     |
|----------------------|--------------------|-----|-----|
| E. Henry Currier.... | 8 to 11 years..... | 19  | 17  |
|                      |                    | 229 | 220 |

## II.—FEMALES.

|      |                       |                    |    |    |
|------|-----------------------|--------------------|----|----|
| I.   | Ida Montgomery.....   | 7 years.....       | 18 | 13 |
| II.  | Jane T. Meigs.....    | 5 and 6 years..... | 21 | 20 |
| III. | Myra L. Barrager..... | 4 years.....       | 16 | 16 |
| IV.  | Myra L. Barrager..... | 3 years.....       | 13 | 11 |
| V.   | Josephine L. Ensign.. | 2 years.....       | 15 | 15 |
| VI.  | Josephine L. Ensign.. | 1 year.....        | 18 | 18 |

## HIGH CLASS.

|                     |                    |     |     |
|---------------------|--------------------|-----|-----|
| Ida Montgomery..... | 8 to 11 years..... | 16  | 15  |
|                     |                    | 117 | 108 |

## RECAPITULATION.

UNDER INSTRUCTION DURING  
THE YEAR.

|                  |     |
|------------------|-----|
| Males, . . . .   | 229 |
| Females, . . . . | 117 |
| Total,           | 346 |

## PRESENT AT THE EXAMINATION.

|                  |     |
|------------------|-----|
| Males, . . . .   | 220 |
| Females, . . . . | 108 |
| Total,           | 328 |

## ARTICULATION AND LIP READING.

| TEACHERS.             | Under instruction during the year. |          |        | Present at the Examination. |          |        |
|-----------------------|------------------------------------|----------|--------|-----------------------------|----------|--------|
|                       | Males.                             | Females. | Total. | Males.                      | Females. | Total. |
| E. H. Currier.....    | 19                                 | 34       | 53     | 17                          | 28       | 45     |
| E. M. Stryker.....    | 20                                 |          | 20     | 20                          |          | 20     |
| Jane T. Meigs.....    | 9                                  | 21       | 30     | 8                           | 20       | 28     |
| Emily McAllister..... | 60                                 | 27       | 87     | 60                          | 27       | 87     |
| Thomas F. Fox.....    | 30                                 |          | 30     | 28                          |          | 28     |
| Walter B. Peet.....   | 33                                 |          | 33     | 31                          |          | 31     |
| William G. Jones..... | 31                                 |          | 31     | 30                          |          | 30     |
|                       | 202                                | 82       | 284    | 194                         | 75       | 269    |

## DRAWING.

|                           |     |     |     |     |     |     |
|---------------------------|-----|-----|-----|-----|-----|-----|
| Mme. S. E. Le Prince..... | 228 | 117 | 345 | 219 | 108 | 327 |
|---------------------------|-----|-----|-----|-----|-----|-----|

In order to indicate the special character of the work performed by each class, and to present specimen answers to questions given, the Committee lay before you their impressions of each class separately.

#### MALE DEPARTMENT.

##### *Tenth Class.*

The lowest class of male pupils, under instruction in the main building, was taught by Mr. Chester Q. Mann. The nominal standing of the class was from one to seven months, though certain of the pupils had been under instruction a longer time than this, while others had been less than a week. To meet the varied degrees of intelligence, the thirteen pupils forming the class were separated into three grades. Grade A numbered ten boys, who had studied some pages of Peet's Language Lessons, and could count in words and figures from 1 to 100. They touched objects, as directed to do in writing, and spelled the names of objects with their fingers, and wrote on the slates what they had done. The penmanship was good. The next grade obeyed written directions, and spelled the names of the objects, but were not so ready to answer in writing and spelling as the higher grade. The lowest grade, of two pupils, simply performed the directions given them by the examiner, but could not write well, one of them being paralyzed.

##### *Ninth Class.*

There were nineteen pupils here, who were more advanced than those in the preceding class. They were likewise taught by Mr. Mann, and had been at school an average of two years. In their examination in language, which was by writing and spelling, such directions as "James, rub out the crooked line;" "Charles, take a towel and fold it;" "Thomas, William, Kenneth and Henry, lift the table by its legs," were readily performed, and the questions, "What did he do?" "What did they do?" and several others, were answered, first by spelling, and then by writing, the penmanship in several instances being very neat. Eight wrote the Lord's Prayer correctly, and four the Ten Commandments, the attempts of the others being more or less faulty. In Peet's Scripture Lessons they wrote such sentences as the following:

"God knows all we do, say and think."

"We must not lie, steal, fight nor swear."

"We must forgive our enemies and love them."

"If we do not forgive our enemies, God will not forgive us."

In accordance with written directions, they counted from 1 to 2,000, first in figures, and then in words and Roman numerals. The degree

of proficiency was various, but all, with two exceptions, completed the list. The sentences on the verb *to be* following personal pronouns, and followed by adverbial expressions, were indicated by symbols, and written out as follows :

"I am in the school-room." "He is in the hall." "Thou art in the city of New York." "Mr. C. is in the next room." "My book is here; it is in my desk."

### *Eighth Class.*

The pupils forming this class had been at school three years. They were twenty in number, and were under the instruction of Mrs. E. M. Stryker. They were first examined in language, and, following the programme, were directed to write letters telling what they had done the day before. A specimen is here given :

NEW YORK INSTITUTION FOR DEAF-MUTES, June 13, 1889.

MY DEAR PARENTS:—Yesterday morning I went to the Art Department and drew a picture on my paper. In the afternoon I was in school from 1 to 5 o'clock.

Your loving son,

L. M.

The following was given them to be added, and was performed perfectly by three and approximately by the rest : "Three thousand and twenty-three ; five ; twenty-seven ; eighteen hundred and eighty-nine ; five thousand ; two hundred and sixty."

In Geography, they gave the number of the States in the United States, the boundaries of the State of New York, the names of the Southern States, and the names of the Territories, and gave the names of the largest cities in New York and Pennsylvania. The following are answers to test questions in History : "In what year did Columbus discover America?" *Ans.*—"In 1492." "Before the Mariner's Compass was invented, could the sailors go far from land?" "No, they were afraid to venture far from land."

For the test in Grammar, symbols were placed on the slate to indicate sentences composed of a pronoun in the third person, singular number, and nominative case, followed by the verb *to be* in the present tense, indicative, and by an adverb or adverbial phrase. The following are illustrations.

"The laundress is in the laundry. She is near the stove."

"The fireman is busy. He is in the engine room."

"The dictionary is in the closet. It is on the top shelf."

The seventeen other members of the class each wrote a sentence on the above model.

Illustrations of symbolic sentences, containing pronouns in the third person, plural number, nominative case, followed by the present tense, indicative of the verb *to be*, were also given by the twenty pupils in this class, of which the following are specimens :

- "Some emigrants are greenhorns. They are ignorant."
- "The pupils study their lessons. They are busy."
- "When boys make mistakes in their lessons, they are careless."
- "When men are prisoners, they are oppressed."
- "When boys want to go home, they are homesick."
- "Many people eat too much. They are fat."

As a result of the study of Peet's Scripture Lessons, they wrote about the wonderful works of God, and gave accounts of Adam and Eve. They all wrote, from memory, the Lord's Prayer correctly. The examination was closed with the following questions: "What is your name?" "How old are you?" "How long have you been at school?" which were answered correctly in each instance. The following will serve as specimens:

"My name is Hiram Black. I am fourteen years old. I have been three years at school."

"My name is Morris Marks. I am fifteen years old. I have been at school three years."

#### *Seventh Class.*

As the committee entered this class, the pupils were replying to questions in the History of the United States. There were fifteen boys, who had been four years at school, and their instructor was Mr. William G. Jones. Some of the test questions in History, and the replies received, were: "Who were the first settlers of Massachusetts, and why were they called Puritans?" *Ans.*—"They were a religious set of people, called Puritans, because they wished to worship God in a purer manner than other people did in England." "What were the weapons that the Indians used in war?" *Ans.*—"They were clubs, bows and arrows, and tomahawks." "What did the Statesmen in England say about the Americans?" "They said that the Americans were growing too fast. They would soon become proud and independent, and some thing should be done to keep them in check." The pupils answered questions in Geography, embracing a description of the earth, the political divisions, the names of the States composing the United States, and the principal rivers, mountains and cities. Some of the miscellaneous questions on this subject, and the answers received, were: "What is a republic?" *Ans.*—"It is a country in which the people choose their governors and make their own laws." "What is the District of Columbia?" "It is a small territory, less than ten miles square, belonging originally to Maryland, and ceded by her to the United States." In Arithmetic, they changed into Roman numerals, "thirty-four, 79, forty, five, 98, twenty-one; expressed one million in figures; added columns of four figures, and subtracted

columns of five figures. The questions in Peet's Scripture Lessons were well answered, as, for instance : "What did God promise Adam and Eve?" *Ans.*—"He promised them a Saviour." "How did Rebekah deceive Isaac?" *Ans.*—"She put the skin of the kid on Jacob's hands and around his neck. When Isaac felt his hands, he believed it was Esau, and then he blessed Jacob." "What did Joseph tell Pharaoh while he was interpreting his dreams?" *Ans.*—"He told Pharaoh that there would be seven years of plenty and then seven years of famine." In Grammar, sentences were given them, partly in words and partly in grammatical symbols, with the direction to complete the sense. The following are specimens from the different pupils :

"A sloop is sailing on the river. It is going to Albany."

"The trees are green in Summer. They are pretty."

"When a man is intoxicated, he is foolish."

"They were further requested to give symbolic and written examples of the verb *to be* in the present tense, third person, and plural number, followed by an adjective, and another followed by an adverb.

The following are some specimens :

"Some boys read much. They are smart."

"All wicked men are uneasy. They are unhappy."

"Some boys are lazy. They are foolish."

"Some boys steal. They are wicked."

"Some girls dress well. They are neat."

"Many men are industrious. They are wise."

The finish in the examination in Language, included a request to each pupil, to write a journal of what they did on Decoration Day. Of the fifteen specimens, we give the first at hand :

"After breakfast, many of us went out and played. Mr. M—— called us, and we went into the chapel. We saw Dr. Peet and some teachers. They told us that the American soldiers fought bravely for our country, and we must be brave and faithful. After dinner, I went to Mr. J——'s house and fed the rabbits. I picked out the weeds, and made the garden look nice. I had a pleasant evening in the girls' sitting room.

#### *Sixth Class.*

In the afternoon, another class, likewise taught by Mr. Jones, was examined. It had sixteen boys, whose time at school averaged four years. The examination opened with the questions in Scripture, some of which here follow, with the answers received : "How did God punish Eli's sons?" *Ans.*—"The Philistines defeated the Israelites in a battle, and Eli's sons were killed." "Who was Solomon?" *Ans.*—"He was the wisest of men." "How did the Child Jesus escape the



massacre?" *Ans.*—"God warned Joseph in a dream, and he arose by night, and put Mary and the Child on an ass, and escaped to Egypt, and staid there till Herod was dead." They were next directed each to give a symbolic and written example of the verb *to be* in the present tense, second person plural, followed by an adjective. Some of the illustrations are here reproduced :

"Mr. Mann said to the boys: Dr. Peet is proud of you, because you are punctual."

"I said to my classmates: I like you, because you are kind." "Mr. Mann said to the little boys: you must stop working, because you are tired."

The exercise was then changed to examples of the same verb, in the present tense, first person plural, followed by an adverb, and the following are five of the fourteen illustrations received :

"We are in school." "We are in the chapel." "We are in the fair." "We are in the shop." "We are on the playground."

All of the class, following the direction of the examiner, wrote journals detailing their doings on May 30th. The following is a fair specimen :

"On that day, some of the boys went and saw the parade in the city. I did not go to the city. I came to school. Dr. Peet told us that we must learn multiplication. We had no recess. After dinner, I played baseball with some boys on the lawn. We did not go to the shops. I saw some boys come back from the city. When we washed our hands and faces, we went to the sitting-room. We had supper. After supper, I played baseball. Then we read the newspapers. We went to bed."

In Arithmetic, they were examined in Addition, Subtraction, Multiplication, and Division, the exercises being of the following character: "To 357 add 789, subtract 569, add 627, multiply by 39, divide by 19; what will be the result?" which was correctly performed by all but two of the boys. In History, they all wrote out the names of the Presidents. Among the other questions and answers were the following: "What was said of Washington, when he retired?" *Ans.*—"It was said of him, that he was first in peace, first in war, and first in the hearts of his countrymen." "What can you tell of the battle of New Orleans?" *Ans.*—"It was fought on the 8th of January, 1815. General Jackson obtained a victory. In this battle, the English general, Pakenham, was killed." "Why was President Jackson censured by his opposers?" *Ans.*—"Because he removed hundreds from office, and took measures to break down the National banks, which are thought excellent institutions." In Geography, besides describing the physical features of the United States, and giving

the names of the principal cities, rivers, and mountains, they answered a number of questions in political geography, of which we append a few. "What can you say of the United States?" *Ans.*—"It is the most populous and powerful country in America." "Of what is Congress composed?" *Ans.*—"Of the Senate and House of Representatives." "For what is West Point noted?" *Ans.*—"It is the seat of the United States Military Academy." "Into what departments is the United States Government divided?" *Ans.*—"Into the Executive, represented by the President, the Legislative, embracing the two Houses of Congress, and the Judicial, at the head of which are the Justices of the Supreme Court."

#### *Fifth Class.*

The next class inspected was under the instruction of Miss Jane T. Meigs. It contained nine pupils, who retained a partial hearing, and in whose instruction special attention was given to aural development and speech reading. After a trial of the Currier Duplex Conversation Tubes, through which the pupils comprehended what was said to them, the written work began with the exercises in Geography, in which the following are specimen questions, to which are added replies from the papers of the different pupils: "How are Rivers formed?" *Ans.*—"They are formed by the running together of small streams and springs." "What are the principal governments?" *Ans.*—"They are Empires, Kingdoms and Republics." "What effect has climate upon mankind?" *Ans.*—"Climate affects the constitution, customs and health of mankind." "Where is the Yellow Race found?" *Ans.*—"It is found chiefly in Asia. The Chinese and Japanese belong to the Yellow Race." All of the class wrote verses from the Psalms, and each of the pupils wrote a hymn in full. Among those which came under our notice were: "Rock of Ages," "Nearer, my God, to Thee," "Beyond the smiling and the weeping," "America," and "Psalm of Life."

In Arithmetic, even problems were given to the class, of which the following are specimens: "A farmer has nine small apple trees. He will get four bushels of apples from each tree: how many bushels will he get?" "John fished seven hours, and caught nine fishes an hour: how many fishes did he catch in all?" The problems were worked out correctly by all the pupils without exception. Owing to the time devoted to the special exercises in aural development, it was found necessary to curtail the examination, which closed with the exercises in language, in which all the pupils were directed to write letters. We select two specimens as illustrations of the language used by the pupils of this class:

"NEW YORK, June 13, 1890.

"MY DEAR FATHER:—I have not received a letter from home for some time. To-day we are having warm and beautiful weather. I am very well, and hope you all are the same. I am very glad that the examinations are over. I shall go home next Tuesday, and Frank comes with me.

Your affectionate son,

"S. M. C."

"NEW YORK INSTITUTION FOR THE DEAF AND DUMB, }  
June 13, 1890. }

"DEAR FATHER:—I received your letter, and how glad I was to hear from all the folks at home. You told me to come home whenever I wanted to, and soon I shall go for a pleasant vacation. There is but one thing I regret. I hate to leave my dear teacher and classmates, because they have been so good to me. Our examination is over for the year. I did the best I could, and I think it was as good as any other boy's. I shall go home next Friday, and hope to find all at home well. With love to all,

"Your loving son,

"J. L. H."

*Fourth Class.*

In the class of five years' standing, there were seventeen pupils. They were under the instruction of Mr. Thomas F. Fox. Arithmetic formed the first subject in which the class was examined, and having been required to define "unit," "number," "odd number," "even number," and to give the words that denote the symbols, +, −, ×, ÷, and =, they were given problems in figures and words as far as Cancellation. The example, " $2750 \times 25 - 230 \times 673 \div 2325$ ," was performed correctly by eleven of the class. All had the following correctly: "A man bought a farm for \$9467, and sold it for \$11,230; how much did he gain?" Six gave correct solutions to the last problem given, which was as follows: "A man sold 155 acres of land at \$34 an acre, he received in payment 19 horses at \$65 apiece; how much was still due him?" The examination in language was by means of letters and journals, written by request. A specimen is appended:

"STATION M, NEW YORK CITY, }  
June 13, 1890. }

"DEAR MOTHER:—To-day it is clear and warm. I feel quite happy. We are being examined in all our studies. School will close on Tuesday. Some of the pupils will stay for the closing exercises in the chapel on Tuesday morning. Many people will be there. Can you come? If you do, I shall go home with you. I expect to see you on Tuesday.

"Your loving son,

"F. H. K."

In the History of the United States, the questions given had reference mostly to the War of the Revolution. Some of the questions, with the replies, are given as illustrations of the work of this class: "What was the flag adopted by the United States?" *Ans.*—"It was a flag consisting of stars and stripes. The stars were on a blue ground, and the stripes were alternately red and white." "Name some of the men who were foremost in securing independence to the United States."

*Ans.*—"Among others were George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Jay, John Adams, Alexander Hamilton, Josiah Quincy." "Did any Englishmen favor the Americans?" *Ans.*—"Yes; the great English statesmen then living, Pitt, Burke and Fox, favored the Americans. The Earl of Chatham said that the Americans would have been slaves, if they had not fought." They were then directed to write the Lord's Prayer, and the hymn, "America," which they did readily. The exercises concluded with Geography. After having given the names of the principal rivers in North America and Europe, and the names and situations of the principal cities in the United States, they received the following questions, which we reproduce, with the replies taken from different papers: "What is the Gulf Stream?" *Ans.*—"It is a remarkable current, which flows from the Gulf of Mexico on the coast of America. It divides into two streams. One flows towards the northwestern shores of Europe, and by its warmth greatly modifies the cold of winter." "What are the tides?" *Ans.*—"They consist of a regular rise and fall of the water of the ocean. They are caused by the action of the sun and moon." "What constitutes a nation?" *Ans.*—"A group of people who are mostly of the same origin, speak the same language, and live under a distinct form of government."

### *Third Class. \**

Fourteen boys, who had been at school six years, composed this class, under the instruction of Mr. Walter B. Peet. Commencing with United States History, the following were some of the test questions given, to which are annexed replies taken from the different papers: "Why did the Puritans leave their homes and come to America?" *Ans.*—"To enjoy religious freedom." "What can you say of the United States?" *Ans.*—"It is the most populous and powerful country in America." "When did the British evacuate New York?" *Ans.*—"All the English troops left New York on November 25th, 1783, and General Washington entered the city in triumph." In Geography, the class were given the names of a number of the principal cities, and were requested to tell what they could concerning their positions, population and attractions. The following are a number of descriptions brought forth by this request: "Salt Lake City is the headquarters of Mormonism. The Mormon temple is here, and it is here that Brigham Young lived." "New York is known as the Metropolitan City, and is situated on Manhattan Island, at the mouth of the Hudson River. It is the third city of the world, and the first in America, in wealth and population." "Boston is called the Athens of America, and is famous for its 'tea party' in revolutionary times.

Harvard College is in the suburbs of the city, and Daniel Webster and Charles Sumner made their homes in this city." "Halifax is the Capital of Nova Scotia, and a British naval station. It is also the station for a mail packet between England and the United States." "Harrisburg is the capital of Pennsylvania. It is situated on the Susquehanna River, 106 miles west of Philadelphia." "Charlestown, in South Carolina, is the commercial metropolis of the South. It lies at the junction of the Ashley and Cooper Rivers, and is the first rice market in the United States. Fort Sumter is in Charlestown Harbor, and the firing upon it was the keynote of the War of the Rebellion."

In Arithmetic, the boys wrote 43, 404, 376, in words correctly. They also changed DCCCC. to figures, and expressed 1889 in letters. In addition to this, they were given the following problem: "A man bought 24 city lots at \$3,650 each; what did they cost him?" "Divide 7,245 by 315," both of which were correctly worked out by the fourteen boys. The final test was in language, and after a series of exercises in writing original sentences, they were directed to write letters to their friends. This they all did; one of the specimens is here given:

INSTITUTION FOR THE DEAF AND DUMB, }  
STATION M, NEW YORK CITY, June 18, 1890. }

"DEAR FRIEND:—I am glad we are being examined to-day. I hope we shall succeed, and be promoted to a higher class. The weather is very warm. The Silentia Baseball Club has good players. They are the best of outfielders. We all hope that we shall have a successful exhibition next Tuesday. Our friends will be in the chapel, and will be glad to see us. I bid you good-bye.

"Your loving friend,

"R. Z."

### *Second Class.*

Another class, also under the instruction of Mr. Peet, was examined in the afternoon. It was composed of sixteen pupils, whose period of attendance averaged seven years. The examination opened with Geography, in which the class were questioned on the physical outlines of North and South America, with descriptions of their principal cities. The following are some of the descriptions, as taken from the examination papers: "North America is one of the grand divisions, and is divided into four physical regions. It contains the greatest Republic in the world, as well as the longest rivers. The chief products are maize, live stock and wheat." "The United States form the greatest Republic in the world. Its climate is varied and the productions numerous. The people are noted for their intelligence and enterprising spirit." "Mexico is a federal Republic composed of twenty-seven states, which were formerly ruled by the Montezumas. Mexico once supplied the world with silver. It was overcome by the Americans under General Scott, in 1847." "The City of Washington was so

named in honor of the first President of the United States. It is situated on the Potomac River, and was formerly a part of Maryland, by whom it was ceded to the United States. The capitol buildings, and all the government departments, are located here." "Cuba is an island belonging to Spain, and situated south-east of the United States. Slavery among the negroes formerly prevailed to a great extent, but is now being gradually abolished. Tobacco, sugar-cane and coffee, are exported." In the history of the United States, the questions embraced the whole subject, from the early settlements down to the Civil War. Among the questions given were the following, with which are given some of the answers: "What was done with tea in Boston Harbor?" *Ans.*—"Several Americans, disguised as Indians, seized nearly three hundred and fifty chests of tea and emptied the contents into the harbor." "When did the city of Washington become the Capital of the United States?" "In the year 1800. Since then beautiful government buildings have been built, and an imposing Capitol building. The residence of the President, known as the White House, is in Washington, and there are numerous statues of great men in the beautiful parks and squares." "Who was elected President of the Southern Confederacy?" *Ans.*—"Jefferson Davis, of Mississippi, who was inaugurated February 18th, 1861. He is almost the last of the great leaders who figured in the civil and political dissensions, which attended the outbreak of the rebellion." "What celebrated exhibition was held in Philadelphia in 1876?" *Ans.*—"The Centennial Exhibition, to commemorate the signing of the Declaration of Independence. In this exhibition, or World's fair, which lasted six months, nearly every country in the world was represented." In arithmetic they gave the Arabic for MDCCXLIX., expressed two hundred and fifty-nine in letters, and gave correct solutions for the example, "Reduce £27, 150s. 6d. 2far., to farthings." The following is a specimen from the exercises in language. "To the Examiner: It is a source of great pleasure for us to welcome you to our schoolroom, and have you examine us in what we have studied. We shall now go to work, and do our best to please you by a good examination. We have been working at our studies and our trades, since school opened last September till the present time. We expect to give satisfaction, both in our studies and in our knowledge of trades."

#### *First Class.*

The class of eight years' standing, the most advanced of the Grammar Department, was under the instruction of Mr. Thomas F. Fox. It was composed of sixteen youth. Physiology and Hygiene was the opening subject of the examination. Following are illustrations of the

answers to the test questions: "What is the skin? Describe it."

*Ans.*—The skin is the covering of the body. It is thin, soft and elastic, and while constantly wearing, is regularly renewed. There are two layers forming the skin. The outer layer is called the *cuticle*, or scarf skin. The inner skin is the true skin, or *cutis*." "Why should we exercise?" *Ans.*—"We should exercise to keep our bodies healthy.

But we must not take too much, nor at the wrong time. We should not exercise too much before breakfast. The best time out of doors is about two hours after eating. Walking rapidly is good, so are rowing, climbing and swimming." "Does alcohol make us strong?" *Ans.*—

"No; as soon as a person takes alcohol, his face turns red, he feels warm, and his heart beats more rapidly than usual. The alcohol acts as a stimulant upon him, but there is a loss, not a gain of strength. The alcohol weakens the nerves, which control the flow of blood in the blood vessels, and so does much harm."

The next topic, in which the class was questioned, was Bookkeeping. The pupils were requested to define "bill," "check," "note," "receipt," "order," and to give specimens, which all did, the penmanship, in several instances, being very creditable. They also wrote business letters, and illustrations of the Day and Cash Books. The subject was concluded by an examination of their Day Books and Ledgers, which were all neat and well-ruled. In Natural Philosophy, they were requested to explain the cause of the waves, the relation of electricity and magnetism, and to describe the barometer and common pump. Appended are specimen replies taken from different papers:

"The waves, that we sometimes see rising so high, are caused by the striking of the air upon the water. The faster the air moves, the higher the waves rise. When the air is still, there is scarcely a ripple on the water, and it looks like smooth glass. We would hardly think that such a light thing as the air would whip the water into such waves as we sometimes see.

The waves are highest on the ocean, because the wind blows over a greater extent." "The barometer is a glass tube, about three feet in length, and filled with mercury to within a few inches of its whole length. The air will support, by its pressure, a column of about thirty inches, which is six inches less than the whole length of the tube. A scale, divided into inches, is added to the tube, and the whole inclosed in a case, so that it can be hung in any part of the house."

"Magnetism is a property in Nature, which resembles electricity, if it is not another name for the same thing." They were given five problems in Arithmetic, as far as Division of Fractions. Eleven found the greatest common divisor of 72, 96, and 132. Six performed the multiplication of  $\frac{2}{3}$  of  $\frac{3}{4}$  of  $\frac{1}{2}$  by  $\frac{1}{3}$  of  $\frac{1}{4}$ , and four gave the correct solution of: "Three men, having \$1260, \$2268 and \$2772, respectively, agreed

to buy horses at the highest rate per head that would allow each man to use all his money. How many horses did each man buy?" The other problems were less difficult, and were performed by all. In closing, each pupil was given a different subject, and requested to write a composition. We give two illustrations, selected from among the sixteen papers, the first on the "Obelisk," and the second on the "Hudson River." "Egypt, in olden times, was ruled by a number of famous kings and queens. Among the latter was Cleopatra, who was famous for her beauty. The Egyptian rulers had many slaves, and they employed them in building the sphinx, pyramids and obelisks, which they built to a great height. Many years ago, the ruling Khedive presented one of the obelisks to the City of Paris. Another was presented to London, and, about ten years ago, "Cleopatra's Needle" was presented to the City of New York. Mr. W. H. Vanderbilt paid all the expenses of bringing it to New York, and Lieutenant Goringe superintended its removal. It is a block of stone, 72 feet high, with old inscriptions on its sides. It now stands in Central Park, opposite the Museum of Arts." "In 1609, two years after the discovery of Virginia, Henry Hudson, an Englishman, sailed to America to find a northwest passage to India. He chanced to discover the river since named after him. It is about 250 miles long, and has its source in the Adirondack Mountains. It is navigable for about 150 miles, as far as Troy. Near New York City it empties into New York Bay. It has some of the most beautiful scenery in the United States. Many people call it 'The American Rhine,' because it looks like the River Rhine of Germany. People who have come here from Germany and have seen the river, say that the scenery is more beautiful than the Rhine in Germany. In winter, the people who live between Poughkeepsie and Albany, cut the ice in the river and store it for summer use."

#### JUVENILE DEPARTMENT.

This department is composed of the two classes in the Kindergarten, at the Mansion House, in which were included fifty-two little boys, under ten years of age. Their standing was from one month to two years. They were examined by Mr. Charles W. Minor, A.M., whose report follows :

"NEW YORK, June 27, 1889.

"DR. ISAAC LEWIS PEET :

"DEAR SIR :—In accordance with your invitation, I made an examination, on Thursday, June 13th, of the boy pupils in your primary department, and I have the honor to submit herewith my report.

"There were present about fifty boys, who have been under the in-



struction of Mr. C. W. Van Tassell, Miss L. C. Rice, and Miss E. M. McAllister.

"They were divided into five classes, the highest, consisting of twenty, under Miss Rice, and the remaining four classes, under Mr. Van Tassell. Besides their regular studies, a large number of the pupils were examined in phonetic exercises and lip-reading, in which they have received instruction from Miss McAllister.

"The books used by the classes are Dr. Peet's Language Lessons and Scripture Lessons, and also his Phonetic Alphabet.

"The Fifth Class, composed of eight boys who have been at the Institute only a short time, were first examined. Four of them have learned the names of the twelve primary objects used by Mr. Van Tassell, in first teaching them to associate objects and their names together, and were able to point to the object, when the name was shown them on a chart containing the names of the twelve objects, or *vice versa*. Two of them were not able to associate the written word with the object, but when the sign for the object was made, they could then pick it out; and two of the boys, Alonzo and Freid, though they have been at the Institute since last Fall, did not seem to be able to learn much of anything.

"The Fourth Class (standing from six weeks to two years), consisting of four boys, knew the twelve objects and could write the names on their slates. A direction in writing was given to one of them: 'Touch the door.' He did as directed, and then the members of the class were asked what he did, and they answered, 'He touched the door,' the one who did it, writing, 'I touched the door,' showing an understanding of certain pronouns. They could write most of the letters of the alphabet. Chester Bell, who has been here only since March, seemed very bright and quick to understand.

"The Third Class, consisting of eight boys (standing five months to two years), first wrote their names, ages and residences. I then took my watch from my pocket, and after their attention was directed to it, opened it and shut it, and asked them what I did. Some wrote, 'You opened your watch,' some, 'You shut your watch,' and others, 'You opened your watch, you shut your watch,' the latter showing that they understood perfectly, but had not a sufficient command of language to express it properly. They wrote correctly, on their slates, short sentences from Dr. Peet's Scripture Lessons, which they had committed to memory, and they were able to count from one to ten, and could write the same on their slates. They are also able to make the signs for all the words which they know, and have learned many more words than the lower classes. Hefferman and Satow were decidedly the brightest in this class.

"The Second Class consists of twelve boys (standing one to four

years), eleven of whom were present. The sentence, 'Herman, take your book and read it,' was written on the large blackboard by their teacher. Herman did as directed, and the boys, on being asked what he had done, answered it correctly in writing. I broke a crayon into two. They wrote, 'You broke the crayon,' a couple writing, 'You broke the crayon in two.' Certain directions in writing were given to each, and they did as directed, and then wrote on their slates what they had done. They were given verbs and told to write sentences containing the words given them, which they did correctly. Also the same with the pronouns 'their' and 'her.' They also wrote, from memory, quotations from Dr. Peet's Scripture Lessons, and they all knew their names, ages and residences, which they wrote on their slates. They could also transpose from words to figures, and *vice versa*, numbers to one hundred thousand. Herman Landre, who came to the Institute just before the examination last year, and who then showed remarkable brightness, seems to be one of the most intelligent boys in the whole department, as is also George MacDonald.

"The First Class, under Miss Rice (standing two years), consists of two divisions, but they were examined in most things together. They were first given the sentence, 'Count the buttons on Fred's coat.' The one to whom the direction was given, counted the buttons, and the pupils when asked, 'What did he do to the buttons on Fred's coat?' answered, 'He counted them.'

"The following direction was then given to Joshua Levy, in writing, he being the only one to whom the paper was shown. 'Joshua, put your right hand on your left ear, and your left hand on your right ear.' He puzzled over it a moment, and finally did it, and the boys were asked, as usual, what he did. It seemed to bother them some at first, but after a little explanation, and a couple of repetitions by Joshua, they all succeeded in answering correctly. I then sharpened a lead pencil, and asked what I did. Some answered 'You cut the pencil,' some, 'You sharpened the lead pencil with your knife,' and one, 'You sharpened your knife with your pencil,' but on being shown the the absurdity of that by trying to do it, he saw his mistake and corrected it at once.

"They all wrote on their slates, lists of 'animals,' 'toys,' 'fruits,' 'parts of the body,' etc., which Miss Rice has prepared for them, and which they have committed to memory. They also gave correctly the past tense of a number of verbs, both regular and irregular, and answered correctly the following questions from Dr. Peet's Scripture lessons: 'Of what was Eve made?' 'Why must we all suffer and die at last?' 'Can God see us?' 'Whom does God punish?' They also wrote the Commandments, some writing them

word for word, others, as follows : 'The sixth commandment teaches us not to kill.'

"In arithmetic, they did examples in addition, and transposed numbers from words to figures, and *vice versa*. And they all wrote a journal of the events of the day, showing a clear understanding of the events happening around them, though, of course, some of them contained a number of mistakes ; but, taken as a whole, they were remarkably well written, and much better than would be expected of a class of boys of the same age enjoying the use of all their senses.

"In addition to the above, the boys, who receive instruction from Miss McAllister, were examined in phonetic exercises and lip-reading. The class was examined in divisions.

"One division, composed of six boys, who have studied but a short time, recognized the phonetic sounds, as made by their teacher, and wrote the letters representing those sounds on their slates.

"The next division could understand words and short sentences, such as 'Shut the door,' 'Give me a book.'

"They also wrote on their slates a sentence dictated to them, and then transposed it into phonetic signs. Another division gave in the manual alphabet the letters representing the phonetic sounds as made by their teacher, and also wrote the full phonetic alphabet on their slates.

"Another division were given combinations of sounds and words, which they correctly spelled.

"Eddie Raphaeldt and Walter Taylor were the furthest advanced, and were examined in a division by themselves. They could speak their names, ages and residences, could carry on a conversation, and one of them read a short piece distinctly enough to be understood by almost any one.

"Too much cannot be said in favor of teaching the deaf-mutes this art of reading from the lips, and where the organs of speech are still perfect, also teaching them to talk.

"Throughout the whole examination, the boys did remarkably well, and their teachers certainly deserve much credit for the care and attention devoted to their pupils.

"All of which is respectfully submitted.

"CHARLES W. MINOR."

#### SPECIAL CLASS.

In this class there were three pupils of varying degrees of progress, and who were taught by various teachers. The first examined was Richard T. Clinton, who is deaf, dumb and blind. His instruction was carried on by means of the manual alphabet, signs and objects, his course being an extended one in History, Geography, Arithmetic and

Language. He is an adept in the use of the type-writer, which he controls by the sense of touch. Special interest was attached to his examination, and, as an illustration of his use of the English language, we select the following from among the papers he produced on the type-writer at the Commencement:—

June 18, 1889.

"I am very glad to have these gentlemen and ladies come to our Commencement. I am proud to show them how I write with the type-writer. I am deaf and dumb and blind. Before I came to the Institution, I did not know a word of the English language. Since then, I have learned to express my thoughts by words, and have studied arithmetic and geography. Some people think I am unhappy, but I am not unhappy. My friends talk to me, and tell me everything that happens. A monitor tells me what is said by signs in the chapel. I even read books, with the assistance of my fellow pupils. I work in the cabinet shop, and learn caning chairs. I hope I shall earn my own living in that way. Before I came to school, I knew nothing of God. Now I know that he is my Father in Heaven. He is good and kind. I love my Saviour, Jesus Christ, the Son of God. He died on the cross for us all. I have repented of my sins. I hope He has forgiven them. If I go to heaven, my blind eyes will see, and my deaf ears will hear, and my silent tongue will speak.

"RICHARD T. CLINTON."

The instruction of the other two members of this class, one a deaf-mute and the other a hearing mute, was largely in the direction of voice culture, and was conducted by Mrs. C. E. Lounsbury. One of them, a deaf-mute from birth, who had never spoken a word before the beginning of the term, but was familiar with written English, was found articulating quite well, and the other, who had good hearing, but whose organs of speech were powerless, had, through special methods, been enabled to enunciate a number of words quite distinctly.

#### FEMALE DEPARTMENT.

##### *Sixth Class.*

This was the lowest grade of the female pupils, and was composed of eighteen little girls, whose time in school averaged one year, though some of them had not been under instruction more than a month. They were taught by Miss Josephine L. Ensign. The lowest form, which embraced those pupils who had been entered at different times during the year, was first examined. One of them wrote her name and age, and the names of her parents, quite neatly, and also answered questions and directions in writing. The others distinguished the twelve objects, and spelled the names, using the manual alphabet. The more advanced part of the class was given simple questions, of which we append several

with the replies received: 'Can you hear?' 'No, ma'am, I cannot hear.' 'Are you sick?' 'No, ma'am, I am very well.' 'Is it raining?' 'No, ma'am.' 'Can you see the sun?' 'Yes, ma'am, I can see it.' They wrote out, from memory, quite neatly, the Lord's Prayer, and 'Now I lay me down to sleep,' and each of them wrote a different hymn, among those, being, 'Beautiful Zion,' 'Saviour, Teach me,' and 'I'm a Pilgrim.' In answer to the request to tell something about God, the following sentences were written by different pupils: 'God is just,' 'God loves me,' 'God is good,' 'God never sleeps,' 'God is merciful,' 'God is never weary,' 'I love God,' 'God can see us,' 'We cannot see God.' The final exercise was in counting from 1 to 100, which was done by all in figures. The exercise was then changed to counting by threes to 102, which was also successfully accomplished.

#### *Fifth Class.*

The female class of two years standing, also under the instruction of Miss Ensign, was examined in the afternoon. In it there were fifteen pupils. The examination opened with questions in Dr. Peet's Scripture Lessons, to which the following answers were returned, "Who was Abraham?" *Ans.*—"Abraham was a good man. He loved God and trusted in him." "What did God tell Abraham to do?" "God told Abraham to leave his friends." "Did Abraham obey God?" "Yes, he obeyed God, and went away to Canaan." "What did God command Abraham to do to Isaac?" "He commanded him to slay Isaac." "Did Abraham obey God?" "Yes, he went with Isaac to a high mountain. He bound him and laid him on a pile of wood, and raised his knife to kill him. But the Angel of the Lord called to him from heaven and told him not to hurt Isaac." They were next given simple questions in American History, illustrations of which, with pupils' answers, follow: "Who was the first President of the United States?" *Ans.*—"General George Washington." "How many years was Washington President?" *Ans.*—"Washington was President eight years." "Who is President of the United States now?" *Ans.*—"Mr. Harrison; he became President on the fourth of March, about three months ago." "Who was President before Mr. Harrison?" *Ans.*—"Mr. Cleveland. Mr. Cleveland is a Democrat, and Mr. Harrison is a Republican." After each of the pupils had written a hymn, and the Lord's Prayer, they were requested to write out one of the stories that had been told to them. Of the several illustrations, we select the shortest: "An elephant one day put his trunk through the window of a tailor's shop. Perhaps he meant to ask for something to eat. One of the tailors pricked him with a needle. The elephant went quietly away to a pond

of muddy water. He filled his trunk with the water. Then he returned to the shop and squirted the dirty water all over the tailors, and spoilt their work." After having been questioned in Grammar on the definitions of the parts of speech, the pupils were directed to place the proper grammatical symbols above the words composing the following sentences. "Ex-President Cleveland is in New York. He is at a Hotel." "Queen Victoria is in England. She is in one of her palaces." All of the pupils gave the correct symbols for the sentences.

#### *Fourth Class.*

There were in this class thirteen pupils, who had been at school three years. They were under the instruction of Miss Myra L. Barrager. Their first exercise was that in language, in the use of which they were tested by the letters they wrote. The following is a specimen :

"STATION M, June 13, 1889.

"MY DARLING MOTHER:—I am very well and very happy. It is a beautiful day, and we are all busy. We shall soon be getting ready to go home. Yesterday the High Class girls and some of the teachers went riding. They went in a big covered wagon, and came home before dark. I send love and kisses to you.

"Your loving daughter."

They were then examined in the Geography of North and South America, some of the questions and answers being as follows : "What can you say of Maine?" *Ans.*—"Maine is the most north-eastern State of the Union. It is a large State. Maine is noted for its lumber and ship building." "Tell me something about New York." *Ans.*—"New York is noted for the beauty of its lakes, rivers and waterfalls. The Falls of the Niagara are on the western part of New York. There are many cities in this State. The City of New York is the largest city in the Union. The State produces much butter, cheese and leather. It has several schools for the deaf." "What can you say of Mexico?" *Ans.*—"The low grounds are hot and unhealthy. The tablelands are mild. The capital is the City of Mexico. The products of the country are oranges, figs, coffee, silver, copper and cochineal." The class was then given several examples in Addition, Subtraction and Multiplication, most of which were correctly performed. Each of them wrote a hymn, which was followed by questions in Scripture Lessons, specimens of which, with the replies elicited, as taken from different papers, follow : "How did Samson lose his strength?" *Ans.*—"He married a Philistine woman named Delilah. She teased him to tell her the secret of his great strength. He told her that he would be strong as long as he did not cut his hair. When he was asleep, Delilah cut off his hair. He became very weak. The Philistines seized him and put out his eyes." "What can you say of Solomon?" *Ans.*—"Solomon was the wisest of men. He made a magnificent temple to the honor of

the Lord. But when he became old, he took many wives from among the idolaters. He let them make altars to strange gods, and God was angry with Solomon." "Tell me something about Absalom?" *Ans.*—"He was the son of David. He was a very wicked man, and wanted to become king of Israel. He tempted some of the people to go to war against his father. David's army defeated Absalom's army, and as Absalom rode under an oak tree, his long hair caught in the branches of the tree, and he was killed."

### *Third Class.*

Another class taught by Miss Barrager was the third, in which there were sixteen young girls, of four years' standing. The work of examination opened with the History of the United States, in which the class were given questions in the early colonial period. The following specimens are answers to some of the questions given them: "Why did King Philip hate the English?" *Ans.*—"Because he thought they were taking too much land from the Indians." "Tell about the English attack on Quebec?" "Quebec was the most strongly fortified city in America. It was held by the French. Eight thousand English troops marched against it, under the command of General Wolfe. The French were commanded by General Montcalm. The two armies met near Quebec, Sept. 13, 1756, and General Wolfe was killed. The English were victorious. Quebec fell into their hands, and Canada was conquered. The English have owned Canada ever since." "What was the Stamp Act?" "It was a duty, or tax, on every piece of writing paper for deeds and the like. Each piece of paper had a representation of the crown stamped on it. The Americans did not like the tax, and it was repealed."

In Geography, after naming the principal rivers of the United States, and the principal rice-growing States, and locating the various schools for the deaf in the State of New York, they were directed to write about "New York," "Florida," and "Chicago." The following are taken at random from among the sixteen papers: "New York is the largest State in the Union. It was settled by the Dutch in 1620. It has over four millions of people. It excels in commerce, produces live stock, butter, cheese, grain, potatoes and leather. Its chief city is the metropolis of the nation. West Point is the seat of the United States Military Academy; Saratoga is the most famous watering place in America; Niagara Falls are also famous; Rochester is noted for its flour mills." "Florida was settled by the French in 1565. It has immense swamps. Its climate is good, and many invalids go there for the benefit of their health. Florida is noted for its oranges. Its chief city is Jacksonville." "Chicago is noted for its rapid growth, and for its

trade in grain and lumber. It has the largest beef and pork packing establishments in America."

Following the questions in history, the class were given problems in the four ground rules. All performed the examples in addition and subtraction. Ten had correct answers to "Multiply 74063985 by 23," and eight gave the correct solution to, "Divide 74083947 by 18." As a test of their use of language, they were requested to write letters to their parents, and also journals for the day. The following is a specimen journal for illustration :

"This afternoon it is cool and pleasant. We are being examined. My classmates have almost finished their papers. I hope they may be successful. We have had to study hard, but now are excited, because we shall soon go home. Miss Barrager is happy, because her pupils show progress. Our class will help to send some clothes to Johnstown, Pa. We are thankful to God, because we have been saved from all floods and dangers. We have been happy at school, and will return again next September.—" A. S."

By request, each of the pupils wrote the hymn, "Just as I am," and this was followed by the questions in Scripture, which closed the examination. The following is a specimen :

"Tell the story of the man sick with the palsy."

"Jesus went to Jersusalem, to the temple, where he was to preach. While he was preaching, a man sick with the palsy was carried near him by four men. They could not reach Jesus on account of the great crowd. So they went up to the roof, and let the sick man down to where Jesus was. When Jesus saw the sick man, he knew that he had great faith, and healed him. The crowd marvelled at the great power of Jesus in healing the sick and afflicted."

#### *Second Class.*

Twenty-one young girls, of five and six years' standing, composed this class, under the instruction of Miss Jane T. Meigs. Beginning with Geography, they first named the States forming the United States, gave the names of the South American States, and enumerated the countries of Europe. Next they were directed to tell what they could of selected states and countries. The following are some of the descriptions given by them : "Maine is the largest of the New England States. The winters there are long and cold. The State has extensive forests, and many sawmills, and also many harbors. Augusta, on the Kennebec River, is the Capital. Portland, on Casco Bay, is the largest city." "Maryland lies on both sides of the neighboring States. Annapolis is the Capital, and the seat of the



United States Naval Academy. Baltimore is the largest city." "Wales lies west of England. The scenery is very beautiful. The people are called the Welsh, and, in some respects, the language of the lower classes is very peculiar." "France is on the continent of Europe. Its principal city is Paris, which is noted for the beauty of its streets and buildings, and for its general air of gayety. A World's Fair is now being held there. France is the largest Republic in Europe, but its political standing is uncertain, and the Republic is not so well established as in the United States." After geography, United States History formed the subject of examination. In this, the replies to the test questions speak for themselves: "Why is the 4th of July celebrated by the Americans?" *Ans.*—"Because on that day, in 1776, the Declaration of Independence was agreed to by the American Congress at Philadelphia." "What can you say of Thomas Jefferson?" *Ans.*—"He was Secretary of State in Washington's Cabinet, and was afterward the third President of the United States. It was Jefferson who drew up the Declaration of Independence, and who founded what is now called the Democratic party." "What took place at Fort Washington on the Hudson?" *Ans.*—"It was bravely defended by the Americans under General Morgan, and over 1000 of the British were killed. After a severe engagement, the American force of 2700 was obliged to surrender to General Howe." "When and by whom was the Massacre of Wyoming committed?" *Ans.*—"By 1600 Tories and Indians, led by Colonel John Butler, who was noted for his cruelty, July 3d. The patriots' houses were burned, and their families cruelly murdered."

In Arithmetic, they were given five examples in the four ground rules. "One dime is 10 cents; how many cents in 9 dimes?" was answered by all. Eleven gave the correct reply to "4567801 multiplied by 549." The others were more or less incorrect. Eight gave the correct quotient of "214,070,256 divided by 283," and examples in addition, given in words, were correctly performed by eighteen.

Each of the pupils wrote a hymn, and two verses from one of the Psalms. Finally, all were requested to write a letter home, as a test in language. The following is taken from the first paper at hand:—

"NEW YORK, June 13, 1889.

"MY DEAR PARENTS:—I take much pleasure in writing these lines to you. In a few days I shall see you all at home. I shall be glad to meet all the family again. To-day I have been very busy. During the year I have tried to learn and make rapid improvement in my studies. I know that, if I succeed at school, you will feel proud of me. I would like to write a longer letter, but our examination is nearly over, and school will soon close for the day. With love to you, and hoping to see you next week.

"Your affectionate daughter,

"M. C. P."

*First Class.*

The highest class of the Female Grammar Department was under the instruction of Miss Ida Montgomery. There were in it eighteen young girls, with an average of seven years at school. The examination of the class opened with the questions in United States History. Five questions were given to each pupil on this subject. The following illustrate some replies to the questions, as taken from the various papers :

(a) "State what caused the Revolutionary War, (b) name some of its great men, and, (c) tell what was gained by it."

(a) "It was caused by the Navigation Act, the Stamp Act, Taxation without Representation, Writs of Assistance, Boston Tea Party, Boston Massacre, and the Mutiny Act."

(b) "George Washington, John Adams, Thomas Jefferson, James Monroe, Benjamin Franklin, Alexander Hamilton, Patrick Henry, Arnold, Greene, Paul Revere, Putnam, Warren, Hale, Count Pulaski, Thaddeus Kosciusko, Baron Steuben, Lafayette, Gates, Lee, Clinton and Gage."

(c) "It gained Independence."

After naming the Presidents of the United States, and the principal battles of the Revolutionary War, they were requested to name ten battles of the Civil War, with the names of some of the prominent generals who fought in it. All of them did so, giving details, as, for instance, in naming the Presidents: "Thomas Jefferson—He was the best scholar of the early Presidents. He founded the Democratic Party." "Abraham Lincoln—He was called 'Honest Abe.' His famous words are 'With malice toward none and charity for all.'" The questions in geography covered the whole subject. They were required to name and locate twenty capes, ten seas, ten bays, ten mountain peaks and five active volcanoes, which all but four successfully did, while the others erred in only a few names. Being required to (a) Name the principal countries of Europe, (b) name their capitals, and (c) name present rulers," the answers received were of the following clear and pithy character :—

|              |                     |                       |
|--------------|---------------------|-----------------------|
| (a) England. | (b) London.         | (c) Victoria.         |
| (a) France.  | (b) Paris.          | (c) President Carnot. |
| (a) Germany. | (b) Berlin.         | (c) Emperor William.  |
| (a) Russia.  | (b) St. Petersburg. | (c) Alexander III.    |
| (a) Austria. | (b) Vienna.         | (c) Franz Josef.      |
| (a) Italy.   | (b) Rome.           | (c) Humbert I.        |
| (a) Denmark. | (b) Copenhagen.     | (c) Oscar II.         |
| (a) Holland. | (b) The Hague.      | (c) William III.      |
| (a) Greece.  | (b) Athens.         | (c) George I.         |
| (a) Spain.   | (b) Madrid.         | (c) Alphonso.         |

They were further required to bound any one of the United States, name its Capital, principal cities, rivers, lakes, mountains and products, in doing which only two even partly failed. The next exercise was in writing proverbs from memory, and giving the meaning of the proverb, at which all were ready. We give two illustrations from among the hundred written, "'Practice makes perfect,' which means, if we want to do a thing well, we must do it again and again." "'Pride will have a fall,' that is, people who boast often will have a fall." All readily wrote a hymn, and verses from the Psalms, which were written in clear and neat penmanship. Letters were next written, of which we produce a specimen.

NEW YORK, June 18, 1880.

"MY DEAR PARENTS:—I am very happy to write a few lines to you to-day. I am very well. I hope that you will have a splendid time, when you come to see the exercises on the 18th of this month. I shall be glad to see you again. Give my best love to my brothers. I send my dearest love and a bushel of kisses to my dear parents.

"Your affectionate daughter,

"M. E. R."

"The final test was in Arithmetic. The questions were: (1) "Which is the most  $\frac{1}{2}$  or  $\frac{1}{3}$ ?  $\frac{1}{4}$  or  $\frac{1}{5}$ ?  $\frac{1}{6}$  or  $\frac{1}{7}$ ?" (2) "Agnes had \$5.25 to spend. She bought  $4\frac{1}{2}$  yards of ribbon at 16 cents,  $3\frac{1}{2}$  yards ruching at 20 cents,  $\frac{1}{4}$  yard of silk at 80 cents, a pair of gloves for half a dollar, some candy for a quarter, and a glass of soda-water for a nickel. Her car fare was 20 cents. How much money had she left?" One failed in both questions. All the rest gave correct answers, except two, who worked out the second correctly, but failed to give the reply to the question regarding the sum of money left after all expenditures.

### *The High Class.*

"As previously mentioned the Male and Female High Classes, were examined by Rev. M. Van Rensselaer, D.D., who reports :

TO ISAAC LEWIS PEET, LL.D., *Principal, New York Institution for the Instruction of the Deaf and Dumb :*

"Having been requested by you to give my impressions of the recent examination at which I was present by your courtesy, I beg to say that I attended the examination of the Male and Female High Classes, conducted by Professor Currier and Miss Ida Montgomery respectively. Mr. J. Hood Wright, Mr. A. T. Brown and I, were introduced to the classes in their different rooms, and received from every scholar a courteous and graceful welcome written on the black-board, remarkably well expressed, in a free, flowing hand. There were apparently no books in the rooms, except a dictionary, and the pupils were seated at their desks, with nothing before them but their writing

implements. Questions were put before them, to which they returned written answers. These questions embraced the following subjects in the respective classes.

*Male Class.*

United States History, Geography, Language and Literature, Grecian and Roman Philosophy, Chronology, Moral Science, English Composition, Grammatical Symbols, Development of the Verb, Lip-Reading, Selections for memorizing, from the Bible and Hymns, Arithmetic and Drawing.

*Female Class.*

History of England, Henry VII. to Victoria, Biography of English Statesmen, Commanders and Poets, Biography of American men of letters, Geography, Mythology, Proverbs, Arithmetic, Lip-Reading, English Composition, Typewriting, Selections from the Scripture, made by the pupils on given subjects, Hymns and Drawing.

In addition to the prescribed questions prepared by the Committee, cards were placed at our disposal to enable us to extend the examination on the same lines, if so disposed.

It is needless to enlarge on the scope and variety of the subjects proposed, nor of their sufficiency to test the memory, judgment, taste and acquirements of the pupils. To say that these bore it well is to express very feebly the impression produced by their answers. With every allowance for difference of ability, temperament, skill, intelligence and amount of information, the work was uniformly well done, and with an interest and cheerfulness quite novel to a somewhat old examiner. There was no evidence of cram, or of any of those various devices familiar to an expert in our ordinary school and college examinations. Everything seemed to be done fairly and honestly, as evinced by a great variety of experiments and tests, such as off-hand questions, running comments, etc., eliciting intelligent answers and remarks evincing a thorough knowledge and appreciation of the points suggested. In fact my impression of the papers handed in was entirely different from anything before experienced with examination papers, making them more like interesting and well-written essays on a variety of topics than the brief, *jejune* and lifeless skeletons, which too often do duty in the examinations of those who can hear and speak.

As specimens of the work done, I respectfully submit the following, which comprise a very few out of a large number of equal merit, the reproduction of which the limits of space alone prevent.

**MALE CLASS.**

**" ADDRESS OF WELCOME.**

"**DEAR GENTLEMEN:**—We are extremely glad to welcome you as the examiners of this class for the purpose of investigating our progress this season. We may say that we have succeeded in improving far more than we did last year. You can judge how far we have studied. I hope that this examination will be very successful. We mostly look forward to our two months' vacation, as we desire to know what we will do this summer. That your visit to this school will prove to be a most pleasant one, is the wish of"

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**" ADDRESS OF WELCOME.**

"**THE EXAMINERS:**—It is a source of happiness to me to extend you a cordial greeting, and it is our earnest hope to be able to make you exceedingly pleased with our examinations beyond your expectations. Indeed, we will be laboring under great strain on account of warm weather, but we do not propose to falter in our work."

---

*Question.*—When does a century begin and end ?

*Answer.*—It begins with the year 1, and ends with the year 100.

*Q.*—What is a cycle ?

*Ans.*—It is the length of time that elapses between two returns of the sun, moon or other planets, to the same relative position to the earth.

*Q.*—What is a chronology ?

*Ans.*—It is a record of events in the order in which they occurred.

*Q.*—What is an era ?

*Ans.*—It is a period of time beginning and ending at a stated date.

*Q.*—What was the character of the ancient Roman reckoning ?

*A.*—The ancient Romans reckoned the year as containing 365 days, but this was wrong by several hours and finally amounted to several days, so that the Roman festivals gradually shifted from their true anniversary. This was rectified somewhat by Julius Cæsar, who established a calendar which bore his name. He divided the year into 365½ days. Every common year he counted as 365, and leap year, or every fourth year, 366 days. This was nearly right but erred about eleven minutes every year, which amounted to about three days in 400 years. Thus, in the course of years, the dates kept growing more and more incorrect, until in 1582 (about) Pope Gregory abolished it, and established a better one of his own invention.

*Q.*—Describe the Gregorian Calendar and tell how its excess was rectified.

*Ans.*—Gregory began by dropping eleven days from the year, and then counting 365 days to every common year, and 366 to every fourth year, but every one hundredth year was not a leap year, unless it was also a period of 400 leap years: hence every century divisible by 400 is

a leap year, otherwise it is not. This calender of Gregory's errs by one day, only, in 4000 years.

*Q.*—What do you consider the Seven Wonders of the World ?

*Ans.*—(1) The Electric Telegraph, (2) The Steam-Engine, (3) The Electric Light, (4) The Telephone, (5) The Photographic Camera, (6) The Eiffel Tower in Paris, (7) The new Edison Phonograph, (8) The Type-writer."

Another said. Being an American, I will name the Brooklyn Bridge, the "City of Paris," the Elevated railway, the palatial steam-boats found on all the waters of the United States, the Telegraph, the papers that are printed every day all the year around, and the institutions for the deaf and dumb."

*Q.*—What did the Greeks consider the Seven Wonders of the World ?

*Ans.*—The Pyramids of Egypt, the walls and hanging gardens of Babylon, the Pharos at Alexandria, the Temple of Diana at Ephesus, the statue of the Olympian Jupiter erected by Phidias, and built of gold and ivory, the sepulchre erected by Queen Artemisia to her husband, Mausolus (hence the English name Mausoleum), and the Colossus of Rhodes."

*Q.*—What is Logic ?

*Ans.*—It is the art of reasoning, and is a Greek word signifying a discourse or a method of formed reasoning.

*Q.*—Name some of the prominent Greek poets.

*Ans.*—Homer, the greatest and earliest of all the Greek poets ; Hesiod, the earliest poet of Greece, next to Homer ; Sappho, a famous Greek poetess, to whom Lord Byron refers in his verses, "Isles of Greece," "Where burning Sappho loved and sung ;" and Pindar, who wrote chiefly in praise of the victors of the Olympian, Pythian, and other festivals."

*Q.*—What is the Socratic method of reasoning ?

*Ans.*—It is, when arguing, to ask questions by answering which an adversary unconsciously makes certain fatal admissions. Socrates resorted to this device in order to force his pupils to think for themselves and also to be on their guard against fallacies."

*Q.*—Who was the "Stagyrite" and why ?

*Ans.*—Aristotle. He has been so called from having been born at Stagyræ, a Greek colonial town.

*Q.*—What are Palimpsests ?

*Ans.*—They are ancient manuscripts from which the original writing has been effaced in order to make room for later writing. The original writing was, in most cases, removed by monks, who wrote tales of miracles and lives of saints on the parchment. In some cases, the original writing has been restored by the use of chemicals. Pa-

limpsests are quite rare, but a few may be found in large libraries.

*Q.*—What can you say of the United States?

*Ans.*—It is the greatest republic on the earth, is divided into four physical regions, contains the five Great Lakes, is noted for its great manufacturing processes, and its people are the most intellectual in the world.

### FEMALE CLASS.

The following are selected from the addresses made by the members of this division :

- “ The end has come, as come it must  
To all things ; in these sweet June days  
The teacher and the scholar trust
- Their parting feet to separate ways,”

“And examination day has brought us three examiners in the persons of Rev. Mr. Van Rensselaer, Mr. J. Hood Wright, and Mr. A. T. Brown, who will decide whether our course in school this year is deserving of credit to ourselves and our teacher. We share all the apprehensions that are associated with an examining process, as we consider whether success will crown our work this day. To our examiners, we extend a most cordial welcome, and hope that they will appreciate our work, and believe that we have tried our very best, even if the result does not show it. While the ‘proof of the pudding is in the eating,’ good housewives will tell you that the most carefully compounded puddings often turn out very badly.”

Examination gives us relief and rest with bright plans for our vacation, but our peace of mind depends entirely on our work to-day. We hope that the fates will be propitious, and that the muses will inspire *us* with wisdom and *you* with mercy, so that when you go away, you may carry pleasant recollections of your visit, and this may be a ‘red letter day’ to us.”

“ Our greeting to the Rev. Mr. Van Rensselaer is as cordial as we can make it, while remembering that he is here in the dread guise of an examiner. We are sure, however, that he can sympathize with our anxiety on this occasion, having “been thro’ the mill.” It is our most earnest desire to do our wise teacher that credit which she deserves, and to that end we shall try very hard to do well to-day, and show that we have added to our store of knowledge somewhat the past year. We trust that Mr. Van Rensselaer’s recent experience as examiner in a theological school in the city will not detract from the interest of his task to-day. We have not gone any further in theology yet, than the Ten Commandments and the Golden Rule ; but is that not far enough ? Doctrines are of little consequence when the heart beats truly, and true hearts are what we strive for. We trust that the day will pass

quickly and pleasantly for our examiner," and may his interest in the Institution be increased."

To the question, "What can you say of Oliver Wendell Holmes?" one made reply :—

"Oliver Wendell Holmes is not only a poet, but a great physician and philanthropist. He was born in Cambridge, Mass. Some of his poems are greatly admired. The 'Living Temple' and the 'Flower of Liberty' were written by him.

"He is possessed of great sweetness of disposition, and is always willing to help others. He is now 82 years of age. He was graduated at Harvard College, and received the degree of M.D. The following is an extract from one his poems :—

"O! Lord of Hosts, Almighty King,  
Behold the sacrifice we bring,  
To every arm thy strength impart,  
Thy spirit shed through every heart.  
Wake in our breasts the living fires,  
Thy holy faith that warmed our sires,  
Thy hand hath made our nation free,  
To die for her is serving thee!"

"What can you say of Sir Walter Scott?"

"The Wizard of the North," he is aptly styled, for few writers are as fascinating. I intend to know more about him some day. He was a large-souled and large-bodied man. He was passionately fond of dogs, and a certain pet of that species has become celebrated. He called her 'Maidie.' She was a greyhound, and he was so much attached to her that he built a tombstone over her remains when she died. Sir Walter was fond of children also. One Marjorie Fleming was almost his idol. All that we know of her presents her to us as a remarkable child, and one who would have made a stir in the literary world had she grown to womanhood. Sir Walter Scott's best known works are the 'Waverley Novels,' among them, 'Ivanhoe,' 'Kenilworth,' 'Heart of Mid-Lothian,' etc., also a history of Scotland under the title 'Tales of a Grandfather.' He has written several long and thrilling poems, which are 'novels in rhyme.' These are 'The Lady of the Lake,' the 'Lay of the Last Minstrel,' 'Marmion,' 'Lord of the Isles,' etc.

"In his later years, Scott had many troubles. He did not do wisely about his money, and died in debt, I believe. But this is nothing to blame him for, as we know it was his generosity that brought him to debt. From his novel, 'The Heart of Mid-Lothian,' I will quote a touching passage :—

"The poor prisoner instantly started up and stretched herself half-way over the bar towards the side at which her sister was to enter; and, when, slowly following the officer, the witness advanced to the



table, Effie, with the whole expression of her countenance altered from that of confused shame and dismay, to an eager, imploring, and almost ecstatic earnestness of entreaty, outstretched hands and eyes glistening through tears, exclaimed, in a tone which went through the heart of all who heard it, 'O, Jeanie, Jeanie, save me, save me !'

"As a specimen of his his poetry, I append the following :—

" 'If thou would'st view fair Melrose aright,  
Go, visit it by the pale moonlight,  
For the gay beams of lightsome day,  
Gild but to flout the ruins gray.  
When the broken arches are black in night,  
And each shafted oriel glimmers white,  
When the cold light's uncertain shower  
Beams from the ruin'd central tower,  
\* \* \* \* \*

Then go, but go alone the while,  
Then view St. David's ruin'd pile !'

**Q.**—"How do you prove the existence of a God?"

**Ans.**—"By the testimony of His wondrous works. 'Day unto day uttereth knowledge, and night after night sheweth wisdom.' The sun rises in the eastern heaven from morn to morn and passes on to the west where it sinks below the horizon every evening, and this goes on year in, year out without change. Let us look to-morrow for the sun to rise in the north or to set in the southeast. Impossible ! Absurd ! Yet if there be no God, as thou sayest, O fool, in thine heart, why should we not look for the sun to rise in the north, or for the moon at mid-day, or for 'grapes on thistles,' and 'figs from thorns?' Why do certain events follow each other without fluctuation? Why does not Spring come before Winter, or Autumn in the midst of Spring, "as it happened." Think you, O Fool, that this wonderful regularity and harmony in all things around us could exist, were there not a God to direct all and watch over all ?

"Look upon the celestial orbs, which move in such sublime harmony, look upon the trees which blossom in Summer and cast their leaves in Autumn, look upon the mighty rivers of the earth ever flowing on and on, look at the products of the earth and then turn to man. Note what a wondrous being is man. How far he is placed above the brute beasts that perish. What he has been permitted to accomplish ! Can you deny that we have immortal souls ? Can you deny that there is one Supreme, loving, all-wise Being, who holds the earth in the hollow of His hand ?

"How much better the idol worship of the heathen who have not yet attained to the comprehension of an invisible but Almighty Spirit, and must needs try to soothe his inward longings by falling down to idols of wood and stone, than the unbelief of the atheist. The atheist lives

but to eat, drink and be merry. Why should I aspire any higher, he asks, since I shall be nothing when I am dead !

"Nothing ! Nothing ! Oh, what a thought ! No. No. Let us cast vain unbelief to the four winds of Heaven, and let us listen to the song of the beautiful world without us that tells us God is good, and calls us to praise Him forever. 'The Lord reigneth, and let the Earth rejoice !'"

In conclusion, I would most earnestly commend the Art Department, as one of the most useful and beneficent in the Institution. Its productions are admirable, and its elevating and refining influences on the pupils can hardly be appreciated. Such works of art are an ornament to any institution, and all that brings the deaf-mute into a closer communion with Nature by the reproduction of its works is an educational blessing, the want of which makes his lot harder in separating him from the common heritage of our race.

Very respectfully submitted,

NEW YORK, June 18, 1889.

M. VAN RENSSELAER.

#### ART.

The reports of the several examiners in the department of Art, are here presented.

NEW YORK, June 15, 1889.

"MADAME LE PRINCE,

*"Director Art Dep't, Inst. for the Deaf and Dumb :*

"DEAR MADAME :—I wish to express to you, perhaps more forcibly than hitherto, my gratification at your exhibit of students' work, which I have recently seen.

"It would seem that from a utilitarian point of view much of the work which I saw, would find a ready market were it known more widely by the general public. Far from contracting the Department, I would say it should be added to, more help given you, and a wider field covered.

"Aside from the utilitarian view and from an educational standpoint only, such culture must be of great value ; a language of expression *especially* fitted to so afflicted a people.

"For good results in Industrial Art, the work must strike deep and rise high. A good designer must be an interpreter of Nature, with taste elevated and cultured, and it will not be until this is fully recognized in America that we can hope to compete successfully with foreign talent.

"Considering all the obstacles you have had to overcome, especially the impossibility of communicating easily with your pupils, I think

only ardor and enthusiasm for a good cause could have produced such results.

"Very truly yours,

"HANNAH J. CARTER,

"*Prof. Industrial Art.*

"New York College for the Training of Teachers.

"9 University Place, New York City."

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TRENTON, June 22 1889.

"*To the Directors of the New York Deaf and Dumb Institution, New York City:*

GENTLEMEN:—By request, I made a visit to your Institution on the 14th inst., and made a thorough and practical examination of the methods and working of your Art Department, and I now beg leave to submit to your honorable body the following brief report.

"That Madame Le Prince is an artist of ability, and one that impresses her talent and enthusiasm upon her pupils, there is not a shadow of a doubt, and in my opinion she deserves great credit for the very thorough and successful manner in which she has been developing the young people of your institution, by giving them a practical art education that will, if continued, make them very valuable and desirable men in many of our leading and growing industries of the country. I found many of the class that certainly show talent, and they will, with the proper opportunity in the way of further training, make their mark as original designers.

"I find the deaf-mutes a patient people, and patience is a very essential point in mastering any part successfully, and a trait that we find lacking in too many of our young men whom we are looking forward to as our future designers and finished workmen.

"There is a growing demand for good designers, also for engravers, modelers, gilders and carvers, in all of our potteries, glass and tile works, watch case and silver factories, as well as in all our large wall paper, carpet, cabinet-making and other concerns; also in artistic stone cutting, and many other trades.

"So you can see that there is a large field for your Institution to work in, by educating as many of your pupils as show ability to fill the positions in the different lines mentioned, and which all are profitable employment, and the class of work that must necessarily be done by hand, as there can be no machine competition which cheapens all labor with which it competes.

"Yours is the only institution in the country, as far as I know of, that has undertaken the good work of educating deaf-mutes in a line of

art which I consider them especially adapted to, and I would suggest that you do not get discouraged and abandon that idea, but on the contrary go a few steps further in the right direction, by equipping your art department with the proper models and designs to assist the pupils in their work.

"If you will only do this, I have no doubt whatever that in a very short time you will all see the best of practical results, and will feel satisfied that you have not only adopted the proper course in educating and developing those of your deaf-mute pupils, who have the ability to fill the better class of positions, of which there are many in all departments mentioned, but have placed the many American manufacturers under great obligations to your Institution for doing for them what they should have schools of design to accomplish, as other countries have, but which they have not got at this present time.

"Yours very truly,

"WALTER S. LENOX."

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"NEW YORK, June 12, 1889.

"DR. I. L. PEET :—

DEAR SIR :—A few days ago I examined the work of the deaf-mutes on Industrial Training at Washington Heights, under Madame Le Prince.

"I was surprised at the wonderful results and progress of the scholars in the different branches, particularly in linear drawing and pen and ink work. From a practical standpoint, I regard the value of such training as inestimable.

"I am sure that if the Directors will make a careful investigation with a few practical examiners, they will come to the conclusion that they cannot afford to ignore this most useful branch of study.

"For the last thirty years my business has brought me in contact with artists and artisans, and I know the value of this study. It is being more and more appreciated as the reports from the Superintendents from the various states will show.

"I would respectfully suggest that the facilities for this study at the Institution be enlarged instead of being abandoned.

"Very respectfully yours,

"JOHN KARST, *Engraver*,

"6 and 8 Astor Place, New York City."

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"June 22, 1889.

"DR. ISAAC LEWIS PEET, *Principal N. Y. Institution for the Instruction of the Deaf and Dumb, New York City.*

"DEAR SIR :—It has been my privilege to examine the Art Department exhibit at your Institution.

"It would seem that children who are deprived of the use of any of their faculties, should be carefully trained to use those faculties and senses that are left them. From an educational standpoint, this is being finely done in the Art Department of your Institution. The thoroughly practical nature of the exhibit, shows at once its scope, aim and usefulness. When girls and boys are readily taught to design dresses, ornamental windows, furniture, to design patterns and carve them in wood, to model in clay and plaster, to decorate pottery, china and glass, to design patterns for oil-cloth, carpet and wall paper, panels for walls, screens and embroidery; it would seem that the field is unlimited. There are likely many children who have particular talent, who could be trained for positions in the field of industrial art. Once *the trades* only were open for them.

"Madame Le Prince has had a training in Europe that has well fitted her for developing in America a field of work hitherto unknown. This work engrafted into your course of study, will increase the educational advantage of your Institution.

"Very respectfully yours,

HERBERT STEELE KELLOGG."

"With E. L. KELLOGG & Co.,

"Educational Publishers, 25 Clinton Place, New York City."

"12 EAST 22D STREET, NEW YORK, June 25, 1889.

"DEAR SIR:—My inspection of the work produced by the Art classes in the Deaf and Dumb Institute, has convinced me that however essential for technical success the employment of all one's faculties may be. Your pupils show wonderful evidence of the taste and feeling that is still more essential to the production of anything deserving the name of fine art.

"It would seem that no material assistance should be denied to both teachers and pupils in all manner of reminders of the recognized canons of fine art, in examples from catalogues, reproductions in photographs—in short, the various aids to the formation of the special judgment and skill latent in each individual.

"It is not to be expected or desired that every art-student should ultimately adopt art as a profession, but it is only by a more general art-education that an appreciative public can be created, who shall make the profession lucrative for their more gifted sisters and brothers and for whom it is worth while to maintain our great museums.

"Yours very truly,

"J. B. TIFFANY."

"TO DR. ISAAC LEWIS PEET, NEW YORK."

**CLOSING EXERCISES.**

The exercises of Commencement Day were held in the chapel of the Institution, commencing at eleven o'clock A.M., on Tuesday, June 18th, in the presence of a large audience of Directors, relatives of the pupils, and friends of the Institution. On the occasion, the following was the

**PROGRAMME :**

- I. Prayer.
- II. Address by the REV. THOMAS GALLAUDET, D.D., who presided on the occasion in the absence of the President.
- III. Reports of Committees.
  1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
  2. Special Report on the Examination of the High Class, by REV. MAUNSELL VAN RENSSELAER, D.D.
  3. Special Reports on the Examination of the Department of Art.
  4. Special Report on the Examination of the Primary Department, by CHARLES W. MINOR, A. M.
- IV. Exercises by the Pupils, conducted by the Principal, ISAAC LEWIS PEET, LL.D.
  1. Salutatory Address, by Charles Theodore Thompson.
  2. Time sketching, by students in the Department of Art.
  3. Elementary exercises and grammatical illustrations, by three successive grades of younger pupils.
  4. The Lord's Prayer, delivered orally by Edward Rappholdt.
  5. Address, written with the type-writer, by Richard T. Clinton, a blind deaf-mute.
  6. Impromptu Compositions on subjects suggested by the audience, by pupils connected with the High Class.
  7. Pantomimic delineations.
  8. Essay, "Hope," by Mary A. Martin.
  9. Drake's "Ode to the American Flag," recited in signs by Ella F. Taylor.
  10. Essay, "Self Help," by Almeda Austin.
  11. Essay, "King's Daughters," by Martha Hamilton.
  12. Hymn "America," in concerted signs, by a choir of girls.
  13. Valedictory Oration, by John Henry Geary.
- V. Distribution of certificates, diplomas and prizes.
- VI. Doxology, in concerted signs.
- VII. Benediction.

The literary exercises by the pupils were opened by Charles Theo. Thomson, who delivered, in signs, the following—

**SALUTATORY ADDRESS.**

"LADIES AND GENTLEMEN :—In behalf of the graduates of '89, I bid you all welcome to the Institution, and hope that you will carefully inspect the various departments, and find therein satisfactory evidences of progress. This Institution opens wide her doors to all the deaf-mutes in this great State, so that no one of this class can have any excuse for growing up in ignorance. In the seventy-two years of its corporate existence, more than 3,500 children have been educated, and

have gone forth into the world self-supporting men and women. The whole history of the Institution indicates a healthful progression.

"No narrow view of the possibilities attainable has been taken, but always a broad, comprehensive course of systematic advancement, limited only by the ability of the individual.

"To-day completes another school year, and we, who are to go forth from the protecting care of what has been to us for so many years, home, to put into practice the teachings we have here received, go forth fully armed and equipped for the duties of American men and women.

"To-day we welcome you all, thanking you for evincing so kindly an interest in our closing exercises, and trusting that you will carry away with you pleasant memories of this important day."

Following this address was an Essay, by Miss Mary A. Martin, on

#### HOPE.

"If it were not for hope, the heart would break," says the old proverb. The world is not only full of beauty, but of troubles and disappointments which all must meet. Life is full of sorrow, but we should not look backward with sad thoughts, but look forward to pleasures which will stir up within us bright thoughts. Hope is a delightful sensation, and under its influence peace creeps on our troubled hearts.

Our American Poet Longfellow said, "Let the dead past bury its dead." If there were no hope, we would be constantly gloomy over misfortunes and give up to despair. Hope delights our soul, and how sweet it is to look forward. When we are enfolded in trouble, may Hope like the rainbow brighten our spirits.

"Clouds dark and lowering hid the sky ;  
Despair with cup of rue stood by  
And sighed, drink and be mine,  
But with such tears and moans she prayed ;  
To Hope I turned the radiant maid  
And quaffed her rosy wine.  
That instant heaven was sunny blue,  
And in my secret soul I knew  
Despair, the coward, brought the shade,  
Brave-hearted Hope, the shine !"

We often mourn over the loss of our friends, but we hope to see them in a place where there is neither pain nor trouble, when the day of life is fled.

The little children often cry over their disappointments, but will soon banish the tears when promised some future pleasure. When we are in a state of affliction or feel very sad, we should banish these heavy feelings by looking on the bright side.

"Fresh hopes are hourly sown in furrowed brows." It seems a pity we cannot hear, but we will go to the beautiful city where we hope to hear the rapturous songs that the angels sing unceasingly. A casket was given to the "all gifted" Pandora, and it was filled with every sort of evil. She was forbidden to open it; but she could not control her curiosity, and she hastily peeped in, and instantly the evils flew out. She shut the lid in horror, but only in time to prevent the escape of Hope, which lay at the bottom, as the gods had mercifully given the remedy with the disease. "Hope is the anchor of the soul both sure and steadfast."

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Succeeding this was an essay, by Miss Almeda Austin, on—  
SELF HELP.

We live in a free country. Every man and woman has an opportunity, and is expected to do something for himself or herself and not depend upon others. We must be independent, too.

Before the Revolutionary War, the people were ruled by the English king, and oppressed. They bore the oppression with much patience. At last they rebelled, and this led to a war. Gen. George Washington determined to help this country, and when he won a glorious victory over the English, he did not know what to do with the people, for they were accustomed to depend upon the English government. But the Americans determined to manage the government themselves. Now look on the Americans; they can help themselves excellently. All those in history who are great, became so by their own efforts. "The Gods help those who help themselves."

Abraham Lincoln was a very poor boy, and had few educational advantages and few books to read. But he determined to be great and began by educating himself, and he rose step by step till he became the President of the United States.

Benjamin Franklin, a printer, worked very hard to earn money for his own living. He had great patience and perseverance, and at last he became a celebrated philosopher.

Robert Burns was very poor. His parents were good and kind to him, but could not help him much. He had true genius, as is shown in his poems. He tried very hard to write poems, and now every one likes to read his poems, and his name is glorious.

John Greenleaf Whittier could not go to school much when he was young. One day he read a volume of Robert Burns's poems, and he was greatly interested in it. Then he tried to write a poem himself, and his poem was printed in a local paper, and after that he wrote poems regularly for papers. I suppose you all read his poem in a paper last April about the "Vow of Washington." He is a distinguished



and wonderful poet, and his mind is strong and excellent notwithstanding his age.

I cannot write about many other distinguished men and women now. The Bible says "The hand of the diligent shall bear rule."

A few deaf-mutes always depend upon others, and say they cannot work, and beg the people to please pity them for they are deaf and dumb. That is a poor excuse. They ought not to depend upon others, for they have good minds and hands. They can write, and work. We will not be like them, and will resolve to help ourselves, and not depend upon others. Of course we must fight and overcome many difficulties, and determine to be industrious and never give up. "He that laboreth, laboreth for himself," and will surely be successful.

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Miss Martha A. Hamilton was introduced, and read an essay on—

#### DAUGHTERS OF THE KING.

I am happy to write a few words about the "Daughters of the King," or the "Princesses," an order which was founded January 18th, 1886. It was established to do good works for others, and began with only a few "tens," but the organization has grown with surprising rapidity, and promises to be a most useful order among women and girls. I am told that there are about seventy thousand "Daughters of the King" now.

They have for a badge a silver Maltese cross, with the initials, "I. H. N.," for "In His Name," inscribed on it. Many little children are "Daughters of the King," and have done good work "In His Name" that pleases our Father who art in Heaven.

The motto of the first "Ten" is:

"Look up and not down,  
Look forward and not back,  
Look out and not in,  
Lend a hand."

It is a beautiful motto, and it is noble for a person to be ready to "lend a hand," when any one is in need, or in trouble. It is a beautiful idea to work for others, and I believe it makes many bad people become Christians.

As long as we are "Daughters of the King," we should do all we can for others for the love of Christ.

I read in a number of *The Silver Cross* magazine, that a certain person gave up all the pleasures of the world to serve God. She soon found that the pleasures were all vanity, and that which she could do to give others pleasure was the only true pleasure, and her life is beautiful. "A good name is rather to be chosen than great riches, and loving favor rather than silver and gold."

There is a circle in this Institution known as "The Silent Daughters of the King." We are deaf, but have the same Father, and we have found great pleasure in doing charitable work. The Bible says, "Freely ye have received, freely give," and we try to follow that precept. Our motto is "Noblesse Oblige." The words are small and simple, but they have a great deal of meaning. We do not expect a prince or a queen to do a mean thing. They ought to be honest and just and pitiful, as becomes their station. If we are true "Daughters of the King," I think it should be impossible for us to do a disgraceful thing. Uncharitableness and envy, and detraction, are not becoming to Princesses. Truth and mercy, and gracious deeds, are what we look for.

I think that our circle will accomplish much, and it may help other girls in this Institution, who are not members of the order of "King's Daughters." I am glad that we made this circle, for many of us had not been in the habit of helping others, and may be had never the idea of "lending a hand." I hope that the "Daughters of the King" will still keep on increasing in number, until all the daughters and sons of the earth become sons and daughters of the King of Kings; then the earth will be a new one, and peace and happiness prevail, and the Lamb of God return to reign.

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The exercises concluded with an Essay and Valedictory address by John Henry Geary.

#### MAN AND NATURE.

The power of reasoning is man's most God-like attribute, and is the main distinction between him and the lower animals. This power requires long and patient cultivation in order to attain its most perfect development, and this preparation we call education. True education consists in cultivating those powers of mind and heart, which render us capable, not only of excellence in ourselves, but appreciating it in others. It is this union of the head and heart that gives the truly educated man his superiority over one who has merely cultivated his intellect.

There is much of good in the hearts of all men, if we did but know how to draw it forth. Like the vegetation of the spring that remains dormant during the winter, and is brought forth only by the warm rains and the gentle heat of the sun, the good qualities of some men remain unknown to us, until some powerful emotion removes the mask. One of Nature's greatest charms is that it softens the heart, and renders one capable of the finer feelings and nobler impulses that are the signs of true nobleness. When we look about us, and contemplate the beauties of Nature that everywhere meet the sight, we experience a

pleasure and admiration so subtle yet subduing, that our thoughts are insensibly withdrawn from the every-day topics of care and ambition, and our attention is held by the beauties of our surroundings, till we acknowledge the grandeur of Nature and the goodness of God. It is from Nature that we draw our inspirations for good. Every heart can find something to appreciate, some lesson of patience or love to learn, and apply practically. It draws men to each other, and teaches them their mutual dependence, and the necessity of co-operation. Who has not felt the insignificance of man, as compared with the land he lives in, and been more friendly disposed towards his fellows, when standing on some high elevation overlooking a wide stretch of country? Who that has inhaled the fragrance of a bright summer morning, has not felt that there was still something in the world to hope for and strive after? Who, when almost despairing, has not had his hope revived, and his flagging energies restored, by the sight of the rising sun? Who has not had his thoughts directed inward in earnest self-examination by the sight of some far-off planet trembling in the sky? Look above you on a clear night. See the bright lights that shine forever, like rays of hope from a distant shore sent to strengthen the weak and encourage the doubting to patience and faith. Nature is the best school and the greatest schoolmaster. It is from that ample fount that all our knowledge is derived. It is Nature that inspires the poet, charms the artist, teaches the author, gives beauty to the figures of the orator, furnishes topics to the teacher and minister, and enkindles in the heart of each the zeal to learn, and that love and enthusiasm for their work, which gives them the strength and power to cultivate the minds and elevate the hearts of men. They are drawn out, and their best powers of mind and body are given to the improvement of their fellow men. Their sympathy cheers the afflicted, their benevolence lightens the burdens of the unfortunate, while their charity condones the faults their piety strives to remove: their energy in spreading the light of knowledge, and the glad-tidings of the gospel is tireless. They have visited all lands, and no one is too lowly or helpless for them to teach. These men, the servants of God, are humanizing the world, and carrying on the work begun by our Saviour; only they do it in a different way.

Commencement Day has come again, and now it is our turn to say farewell to our happy school, and go forth into a new life to practice that knowledge which we have spent so many years in acquiring. While here we have been preparing for this life we are now about to enter. We have been taught principles that are the foundation of all success, and have acquired habits of thought and method that will be the means of happiness, if we continue them. Hitherto we have had

no cares to burden our minds. Our paths in life were made smooth by the solicitous care of the gentlemen in charge of our school.

*To the members of the Board of Directors:*—Your foresight and care have left nothing undone that could tend to our essential happiness. You have neglected nothing that would in any way improve our facilities in acquiring that education of hand and head for which we came here. You have been as parents to look to and provide for our requirements. We trust you may continue long to possess the health and inclination to continue your good work. Farewell.

*To the Principal and Teachers:*—To your zeal and energy we owe whatever knowledge we may possess. You have had great difficulties to contend with, and have overcome them by patient, untiring labor. Your love for us has been manifest in all that you have done. In the skill, self-denial and unwavering patience, shown by you in your struggle to remove the ignorance that beclouded our minds, we recognize a practical Christianity that evokes our respect, even as your daily interest in us has gained our love and gratitude. Farewell.

*To the Superintendent and Officers of the Administrative Department:*—On you has devolved the task of making our school as homelike and happy as possible, and of training our hands to do the work we are now about to begin in earnest. You have striven to inculcate those habits of industry and exactness that are necessary to skill in every avocation. You have been ever watchful, ever kind, and you have permitted no opportunity to escape without showing your interest in us. We shall not forget you in the years to come, when time and distance shall have separated us. Farewell.

*Graduating Classmates:*—We are no longer children. From this day forth let us put all childish things behind us. The world we are about to enter is no playground. There is an earnest struggle before us. We shall meet both good and evil, but let it not daunt us. Let us always strive for the right, putting our hope in a wise and merciful Lord, and forgetting not that success in any undertaking depends primarily upon our own individual exertions. We are leaving scenes and memories that will grow dearer to us as they recede. Let the precepts we have here learned, rest deep in our hearts. Hitherto we have been subjected to restraints that were beneficial; let us not imagine that they are no longer binding. There is one above who will watch us, and exact more from us than the rules of our school ever have. We depart with the kindest wishes of our teachers, officers and schoolmates; let us try to merit them. Farewell.

The closing act of the programme was the presentation of the certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 18th, 1889 :—

PREAMBLE AND RESOLUTIONS.

**WHEREAS**, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

**WHEREAS**, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

|                     |                   |
|---------------------|-------------------|
| George Anhalt, Jr., | Wesley Resue,     |
| Frank Avens,        | Joseph Rosenthal, |
| Irwin E. Bagnall,   | John Stauch,      |
| George W. Carr,     | William E. Short, |
| August Falte,       | Frank Turner,     |
| George Ferris,      | James B. Wilson,  |
| George Hamm,        | Mary Brown,       |
| Robert S. Kerr,     | Maud Grant,       |
| Carl A. Koenig,     | Sarah J. Hoag,    |
| Herman Lamm,        | Catherine Knack,  |
| William Long, Jr.,  | Eunice Miller,    |
| Peter Meade,        | Mary E. Rapp,     |

Anna L. Starbuck,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That Johanna Buss, the term of whose appointment will expire on September 6th, 1889, be, and she is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for two years, to make up the full period of eight years to which she is entitled as a State pupil.

*Resolved*, That Lawrence D. Strobe, the term of whose appointment will expire July 6th, 1889, be, and he is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for two years from said date, to make up for time lost by reason of absence from the Institution.

*Resolved*, That—

Gibson McConnell,  
William W. Watson,  
Nellie Austin,  
Martha Hasty,

Catherine Keefe,  
Mary Long,  
Antoinette V. Lovell,  
Millie L. Sanford,

Ella F. Taylor,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class from the first of September next, in addition to the pupils recently appointed.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz:—

George Anhalt, Jr.,  
Frank Avens,  
Irwin E. Bagnall,  
George W. Carr,  
August Falte,  
George Ferris,  
George Hamm,  
Robert S. Kerr,  
Carl A. Koenig,  
Herman Lamm,  
William Long, Jr.,  
Peter Meade,

Wesley Resue,  
Joseph Rosenthal,  
John Stauch,  
William E. Short,  
Frank Turner,  
James B. Wilson,  
Mary Brown,  
Maud Grant,  
Sarah J. Hoag,  
Catherine Knack,  
Eunice Miller,  
Mary E. Rapp,

Anna L. Starbuck.

*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Charles Barger,  
Albert Brauer,  
Arthur W. Coulter,  
George Friess,  
William H. Hackett,  
John Koffer,  
Gibson McConnell,  
Max Miller,  
John Moore,  
Alexander Michaelis,

Richard R. Tweed,  
William Watkins,  
William W. Watson,  
Catherine Aird,  
Nellie Austin,  
Aleeta F. Barret,  
Martha Hasty,  
Catherine Kilroy,  
Catherine Keefe,  
Cornelia Kaiser,

Charles Pechette,  
John J. Roberts,  
Albert Seigler,  
Jonas S. Scudder,

Mary Long,  
Antoinette V. Lovell,  
Millie L. Sanford,  
Ella F. Taylor,

Genevra Tyrrell.

*Resolved*, That certificates, for a modified course of supplementary study, be awarded to

Peter Butterly, Jr.,  
Frank D. Bouck,

Henry B. Broad,  
Annie C. Kugeler,

May F. Quevedo.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

John H. Geary,  
Charles T. Thompson,

Almeda M. Austin,  
Martha A. Hamilton,

Mary A. Martin.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :—

**Boys' WORKING STUDIO.**

*Life Class*.—First Prize, Charles T. Thompson;\* second prize, Frank Avens.

*Out-Door Sketching Class*.—First prize, Frank Avens ; second prize, Charles T. Thompson.

*Original Composition*.—First prize, Charles T. Thompson ; second prize, Frank Avens ; third prize, Samuel M. Cocks.

*Mechanical Drawing*.—First prize, Frank Avens ; second prize, Nicholas Smith ; third prize, Frank A. Stryker.

*For Perseverance*.—Henry A. Greenwald.

*Charcoal Studies in light and shade from Nature, Objects, etc.*—First prize, Frank Avens ; second prize, Samuel M. Cocks ; third prize, Nicholas Smith.

*Studies in color, of fruit, flowers, models, etc.*—First prize, Charles T. Thompson ; second prize, Frank Avens.

*Glass Painting*.—First prize, Frank Avens ; second prize, George Friess.

*Wood Carving*.—First prize, John J. McEvoy ; second prize, Samuel M. Cocks ; third prize, Leslie G. Marshall, Jr.

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\*Twenty dollars contributed by Miss Elizabeth C. Jay.

*Best set of Designs for Decorative Painting.*—First prize, Charles T. Thompson ; second prize, Frank Avens.

*Best Set of Designs for Wood Carving.*—First prize, Nicholas Smith ; second prize, Samuel M. Cocks ; third prize, William Long, Jr.

*Prize for Progress.*—J. Dovale Mendez ; Doris Streeter.

#### GIRLS' WORKING STUDIO.

*Life Class.*—First prize, May Martin ; second prize ; Daisy Hollister.

*Out-Door Sketching Class.*—First prize, May Martin ; second prize, Margaret A. Boyd ; third prize, Ella F. Taylor.

*Original Composition.*—First prize, May Martin ; second prize, Margaret A. Boyd ; third prize, Ella F. Taylor.

*Geometric and Mechanical Drawing.*—First prize, Margaret A. Boyd ; second prize, Martha A. Hamilton ; third prize, Ella F. Taylor.

*Charcoal Studies in light and shade, from Nature, Objects, etc.*—First prize, May Martin ; second prize, Daisy Hollister ; third prize, Ella F. Taylor.

*Water-Color Studies, from Nature, Objects, etc.*—First prize, May Martin ; second prize, Ella F. Taylor ; third prize, Martha A. Hamilton.

*Prize for Elementary Design and Geometric Drawing.*—Mabelle S. Fish.

*China Painting and Glass Enamelling.*—First prize, May Martin ; second prize, Martha A. Hamilton ; third prize, Margaret A. Boyd.

*Art Needlework Class.*—First prize, Martha Hasty ; second prize, Mary A. Martin ; third prize, Agnes Craig.

#### WORKING STUDIO PRIMARY CLASS.

*Clay Modelling and Casting.*—First prize, Morris Marks ; second prize, Leslie G. Marshall, Jr. ; third prize, James Avens.

*Studies in Charcoal, from Objects and from Nature.*—First prize, Morris Marks ; second prize, Leslie G. Marshall, Jr. ; third prize, Henry Cohen.

*Elementary Design.*—First prize, Henry Cohen ; second prize, Morris Marks.

*Original Composition.*—First prize, Morris Marks ; second prize, Henry Cohen.

*Resolved,* That a special prize for sewing in the matron's department, be awarded to Catherine Keefe.

*Resolved,* That a prize for proficiency in the art of cooking, be awarded to Cora J. Beesmer.



*Resolved*, That prizes for rapidity and accuracy of type setting, be awarded as follows :

First prize, to Max Miller ; second prize, to Frederick W. Baars ; third prize, to Peter Mitchell, Jr.

*Resolved*, That two prizes be given to the pupils of each division for proficiency in their respective trades, viz :

**SHOEMAKERS.**

I. Division.—First prize, William L. Hanson ; 2d prize, William Moore.

II. Division.—First prize, Lawrence D. Strobe ; 2d prize, William H. Hackett.

**CARPENTERS.**

I. Division.—First prize, Henry B. Broad ; 2d prize, Anton Meier.

II. Division.—First prize, Floyd Shufelt ; 2d prize, William W. Watson.

**CABINET MAKERS.**

I. Division.—First prize, Peter Butterly, Jr. ; 2d prize, Joseph Goreth.

II. Division.—First prize, William E. Short ; 2d prize, Richard T. Clinton.

**TAILORS.**

I. Division.—First prize, Thure E. Carlman ; 2d prize, George Ferris.

II. Division.—First prize, Charles Seiderer ; 2d prize, Peter Fatier.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Frank Turner.

*Resolved*, That the Chardavoyne Prize, for penmanship, be awarded to Mary A. Martin.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Ella F. Taylor.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Charles T. Thompson.

*Resolved*, That the Cary Testimonial be awarded to Max Miller, for superiority in scholarship and character.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to Martha A. Hamilton.

*Resolved*, That the testimonial to be conferred every year, in ac-

cordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Almeda M. Austin.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to John H. Geary.

All of which is respectfully submitted.

AVERY T. BROWN,

J. HOOD WRIGHT,

*Committee on the Annual Examination.*

## TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1889.

| RECEIPTS.                                                             |           | EXPENDITURES.                     |              |
|-----------------------------------------------------------------------|-----------|-----------------------------------|--------------|
| From the State of New York for board and tuition of State pupils..... | 58,443 68 | For Groceries and Provisions..... | 94,468 99    |
| From Counties, for board, tuition and clothing of County pupils.....  | 83,824 68 | For Salaries and Wages.....       | 14,748 88    |
| From paying pupils, for board and tuition..                           | 790 00    | For Schools.....                  | 831,035 00   |
| From board of teachers.....                                           | 2,088 00  | For Art Department.....           | 1,863 85     |
| From Printing Office.....                                             | 1,028 10  | For Clothing.....                 | 3,987 91     |
| From Discount on audited bills.....                                   | 109 01    | For Shoe Shop.....                | 2,869 68     |
| From sales of clothing and dry goods.....                             | 98 43     | For Tailor Shop.....              | 2,991 56     |
| From sales account Art Department.....                                | 97 96     |                                   |              |
| From donations.....                                                   | 115 00    | For Building and Repairs.....     | 4,848 90     |
| From sales refuse, barrels, etc.....                                  | 68 08     | For Carpenter Shop.....           | 2,083 04     |
| From sales account Cabinet Shop.....                                  | 78 90     | For Printing Office.....          |              |
| From sales account Tailor Shop.....                                   | 12 42     | For Garden.....                   | 6,490 94     |
| From sales account Shoe Shop.....                                     | 26 40     | For Cabinet Shop.....             | 2,451 77     |
| From sales of vegetables.....                                         | 4 85      | For Furniture.....                | 857 65       |
| From sales of coal.....                                               | 89 60     | For Fuel and Lights.....          | 1,908 57     |
| From Real Estate & Building Fund, for deficit                         | 5,998 18  | For Stable.....                   | 2,890 28     |
|                                                                       |           | For Washing.....                  | 9,043 58     |
|                                                                       |           | For Hospital.....                 | 905 49       |
|                                                                       |           | For Contingent.....               | 2,743 41     |
|                                                                       |           |                                   | 970 86       |
|                                                                       |           |                                   | 2,461 86     |
|                                                                       |           |                                   | \$101,881 13 |

## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

| DR.        |                                                                                               | REAL ESTATE AND BUILDING FUND. |                                                      | OR.                 |  |
|------------|-----------------------------------------------------------------------------------------------|--------------------------------|------------------------------------------------------|---------------------|--|
| 1888.      |                                                                                               |                                |                                                      |                     |  |
| October 1. | To balance from old account. ....                                                             | 229,684 85                     | By General account for deficits for year. ....       | 5,998 18            |  |
|            | " principal of B. & M. of W. H. Streeter .....                                                | 17,000 00                      | " 5 Executive Committee drafts for repairs, &c. .... | 2,668 92            |  |
|            | " on account Legacy of \$8,000 of Miss Leona L. Bolles, less collateral inheritance tax ..... | 2,949 11                       | " Bond and Mortgage of W. H. Streeter .....          | 17,000 00           |  |
|            | " interest on Bonds and Mortgages. ....                                                       | 9,761 26                       | " balance to new account. ....                       | 234,301 72          |  |
|            | " " " balances in Trust Cos. .                                                                | 578 60                         |                                                      |                     |  |
|            |                                                                                               | <u>\$259,968 82</u>            |                                                      | <u>\$259,968 82</u> |  |
| 1889.      |                                                                                               |                                |                                                      |                     |  |
| October 1. | To balance from old account . . . . .                                                         | 234,301 72                     |                                                      |                     |  |
|            | Mem: General account owes for deficits \$85,176.88                                            |                                |                                                      |                     |  |
| DR.        |                                                                                               | LIBRARY FUND.                  |                                                      | OR.                 |  |
| 1888.      |                                                                                               |                                |                                                      |                     |  |
| October 1. | To balance from old account. ....                                                             | 4,182 05                       | By Library Committees drafts. ....                   | 141 07              |  |
|            | " interest on balance to July 1, 1889.                                                        | 188 48                         | " balance to new account. ....                       | 4,179 46            |  |
|            |                                                                                               | <u>\$4,820 53</u>              |                                                      | <u>\$4,820 53</u>   |  |
| 1889.      |                                                                                               |                                |                                                      |                     |  |
| October 1. | To balance from old account. ....                                                             | 4,179 46                       |                                                      |                     |  |

| FRIZZELL FUND. |                                        | DR.               | CR.                            |
|----------------|----------------------------------------|-------------------|--------------------------------|
| 1888.          |                                        |                   |                                |
| October 1.     | To balance from old account.....       | 2,964 07          |                                |
|                | " interest on balance to July 1, 1889. | 107 93            |                                |
|                |                                        | <u>\$3,073 00</u> |                                |
|                |                                        |                   | By balance to new account..... |
|                |                                        |                   | <u>3,073 00</u>                |
| 1889.          |                                        |                   |                                |
| October 1.     | To balance from old account.....       | 3,073 00          |                                |

| HARRIET STONER FUND. |                                        | DR.             | CR.                            |
|----------------------|----------------------------------------|-----------------|--------------------------------|
| 1888.                |                                        |                 |                                |
| October 1.           | To balance from old account.....       | 175 42          |                                |
|                      | " interest on balance to July 1, 1889. | 6 17            |                                |
|                      |                                        | <u>\$181 59</u> |                                |
|                      |                                        |                 | By balance to new account..... |
|                      |                                        |                 | <u>181 59</u>                  |
| 1889.                |                                        |                 |                                |
| October 1.           | To balance from old account.....       | 181 59          |                                |

| CARY FUND. |                                  | DR.             | CR.                            |
|------------|----------------------------------|-----------------|--------------------------------|
| 1888.      |                                  |                 |                                |
| October 1. | To balance from old account..... | 120 55          |                                |
|            | " interest to July 1, 1889.....  | 4 23            |                                |
|            |                                  | <u>\$124 78</u> |                                |
|            |                                  |                 | By balance to new account..... |
|            |                                  |                 | <u>124 78</u>                  |
| 1889.      |                                  |                 |                                |
| October 1. | To balance from old account..... | 124 78          |                                |

## RECAPITULATION.

|                                    |            |                                                |                      |
|------------------------------------|------------|------------------------------------------------|----------------------|
| Real Estate and Building Fund..... | 234,901 73 | Cash in N. Y. Life Insurance and Trust Co..... | 34,460 48            |
| Library Fund.....                  | 4,179 46   | " " United States Trust Co.....                | 23,248 38            |
| Frizzell Fund.....                 | 3,073 00   | " Merchants' National Bank.....                | 555 46               |
| Harriet Stoner Fund.....           | 181 59     | " Inst. for Savings of Merchants Clerks.....   | 5,209 81             |
| Cary Fund.....                     | 124 78     | " Seamen's Bank for Savings.....               | 2,848 02             |
|                                    |            | Bonds and Mortgages.....                       | 177,087 50           |
|                                    |            |                                                | <u>\$241,859 55.</u> |

STATE OF NEW YORK, }  
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 25th }  
day of October, 1889.

ANDREW WARNER,

*Notary Public, New York.*

[SIGNED.] GEORGE A. ROBBINS.

## Report of the Superintendent.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—With the addition of another cycle to the history of the Institution, it becomes my duty to review the facts and incidents pertaining to the year ending September 30, 1889.

In examining the records for the year, it is very gratifying to note that neither serious sickness nor death have invaded our borders.

The year has been characterized by happiness and contentment on the part of the pupils, our official relations have been harmonious, and a spirit of courtesy has pervaded our large family circle.

The following tabulated statement indicates the number of pupils connected with the Institution.

|                                                               | Males. | Females. | Total. |
|---------------------------------------------------------------|--------|----------|--------|
| Number present October 1, 1888.....                           | 198    | 109      | 307    |
| Former pupils re-admitted.....                                | 17     | 6        | 23     |
| New pupils admitted.....                                      | 25     | 10       | 35     |
| Whole number.....                                             | 240    | 125      | 365    |
| Number who have left during the year.....                     | 27     | 16       | 43     |
| Number connected with the Institution September 30, 1889..... | 213    | 109      | 322    |

By the foregoing table, it will be seen that 365 pupils have been present within the year. Of this number, 240 were males and 125 females, who were supported as follows:

|                                         |     |
|-----------------------------------------|-----|
| By the State of New York, . . . . .     | 259 |
| By the Counties of New York, . . . . .  | 86  |
| By the State and Counties, . . . . .    | 15  |
| By the parents, or guardians, . . . . . | 4   |
| By the Institution, . . . . .           | 1   |
| Total, . . . . .                        | 365 |

Of this number, there were 20 who were supported a portion of the time, averaging in extent from one to three months, by the Institution, their time as State beneficiaries having expired before the close of the term.

A complete catalogue of the pupils has been prepared, and is herewith submitted.

By comparing the above summary with our roll of the previous year, it will be found that our numbers have diminished. This is due mainly to the establishment of additional schools for the deaf in this City and other sections of the State in the past few years, thus abridging our territory. Another prevalent cause is that many of our pupils leave school before the expiration of their terms, to engage in employment for the remuneration in dollars and cents which it brings, without regard to their preparation or fitness to enter upon their life work. From this cause alone, our numbers are perceptibly depleted, while those pupils who have thus prematurely abandoned their studies, not infrequently fail of success, for the very reason of having thus left school at a most critical period, before character has been fully formed, and a foundation laid on which to build with hope of success. There are a score or more of this class, largely State pupils, continually on our rolls, who should be at school, but who are not, notwithstanding provision is made for them. Many of these, I regret to say, are absent from school by consent of their parents or guardians, who frequently, when it is too late, see their error and make earnest appeals for the re-admission of their children.

#### FINANCIAL.

All miscellaneous amounts due the Institution from counties or individuals for the current year, have been collected, and paid into the Treasury.

The quarterly bills for the board and tuition of state pupils have been, as usual, rendered and collected by the Treasurer direct.

In addition to the annual detailed statement of expenditures and receipts furnished by the Treasurer, quarterly statements of a similar character have been furnished for transmission to the State Comptroller at Albany.

The total expenditures for the year, as shown by the Treasurer's account, exclusive of special appropriation for extraordinary

repairs and improvements, were.....\$101,831 12

The total receipts for the same period were.....95,832 94

Leaving a deficit of.....\$5,998 18  
which has been met by draft on Real Estate and Building Fund.

This deficit is mainly due to the diminution of numbers, which necessarily reduces our receipts; while the reduction in our expenditures cannot be made in like ratio, owing to the fact that many of our



disbursements are the same without regard to numbers. The heating and lighting of the buildings, which is one of the large items of expenditure, is similar under all circumstances. The same may be said of nearly every item of expense, with the exception of the provision account, with possibly one or two others of minor importance.

For the purpose of comparison, a tabulated statement of current receipts and expenditures for the past four years is herewith appended :

|                    | For the year ending<br>Sept. 30, 1896. | For the year ending<br>Sept. 30, 1897. | For the year ending<br>Sept. 30, 1898. | For the year ending<br>Sept. 30, 1899. |
|--------------------|----------------------------------------|----------------------------------------|----------------------------------------|----------------------------------------|
| Receipts . . . . . | \$109,436 54                           | \$102,663 42                           | \$100,893 63                           | \$95,832 94                            |
| Expenditures . . . | 104,183 66                             | 104,100 46                             | 105,541 86                             | 101,831 12                             |

Our receipts on account of State pupils for the year, were \$5,888.23 less than they were the previous year, while those from the counties and miscellaneous sources were slightly increased.

#### REPAIRS AND IMPROVEMENTS.

During the year our force of boys from the carpenter shop has re-laid the floors in three large rooms of hospital, hospital bath-room and hall contiguous thereto (main building), also the hall floor of basement of school building, and of clothing room adjoining, together measuring some 4,000 feet. The same force has constructed twelve book closets in boys' study-room, and seventy-three stationary clothes presses in boys' clothing-room, which will prove a great convenience in the proper care of the boys' clothing.

A new stage has been constructed in the chapel thirty-one feet and three inches by sixteen feet and six inches, which has been arranged for foot-lights in the interest of gas-saving on occasions of debates, lectures, etc.

Immediately on the closing of school in June, all necessary repairs to the interior of the buildings were begun, and continued through the months of July and August.

Repairs were also made to the piping connected with heating apparatus, to brick work inclosing steam boilers, and to engine, blower and ventilators.

The usual work connected with the re-making of mattresses, pillows and straw beds was accomplished, and the interior of all the buildings was thoroughly renovated.

On account of the special appropriation made by the Board for extraordinary repairs and improvements, as noted in previous report, the

extra work on roofs, gutters and leaders, begun in previous year, and that also on the air shaft, was completed.

Twenty-five thousand four hundred and seventy-seven feet of 1½-inch kiln-dried hard-maple flooring were laid in the two rooms of the hospital (main building), girls' high class room (main building), girls' upper and lower dormitory in the south wing, and boys' upper dormitory in the north wing.

Twenty solid oak tables and one hundred and fifty chairs were furnished for the boys' sitting room; making a total expenditure on this account of \$2,668.92.

Three hundred and seventeen lineal feet of retaining wall, along the line of the Ridge Road, is in process of construction, which will give that part of the grounds a more finished appearance, and when completed will be a most substantial improvement.

#### INDUSTRIAL.

To the matter of industrial training the Institution is unequivocally committed, its management believing that in giving their pupils a knowledge of some handicraft, by which a livelihood may be gained, they are bestowing upon them a boon of incalculable value. To this end they have expended large sums of money in buildings and appliances, that the deaf under their care may have every advantage accorded to the hearing and speaking children of the commonwealth, and although their efforts in this direction may draw heavily upon their finances, they are too much interested in the welfare of this unfortunate class, to spare either pains or expense in the furtherance of the one great object of placing these children on a plane of self-reliance and self-support. As a result of this policy a large proportion of our graduates are finding remunerative employment in the shops and manufacturing of the State.

The trades now taught the boys are, Printing, Shoemaking, Cabinet-making, Carpentering, Gardening and Tailoring.

In assigning boys to either of the trades, we are influenced largely by the wishes of the parents or guardians, and the inclination of the child.

In a majority of the cases, each boy may have, on graduating, if he studiously applies himself, a fair knowledge of the trade he has followed, and may reasonably hope to find employment in the particular calling for which he is fitted. In this respect, however, different grades of attainment will be apparent. Much will depend upon the aptness of the individual and the degree of application he has made. Ordinarily, a boy bright and active in school, will develop like characteristics at the work-bench, and *vice versa*. But we have found this theory is not

always reliable, as we have had boys, reputed very dull in school, who eventually rated above the average in mechanical work. These however, are exceptional cases and should be so considered.

Our aim is to give every boy an opportunity to exercise his powers, and to aid him with all the help at our command.

While we may not succeed in every instance, we are satisfied that the great majority of our boys on leaving school will succeed in gaining a livelihood. Many of our graduates are doing more than this, and never since the Institution was established has a keener desire been felt among its pupils to excel in industrial work than at present; never were better facilities afforded them than those enjoyed to-day. The pupils fully appreciate their advantages, as is evidenced by the work they are doing.

During the term 11 girls were employed in the art department; 10 in tailoring; 30 in dressmaking; 12 in shirt-making; and 42 in plain sewing. In addition to their work in the several departments, each girl is required to assist in household duties during alternate weeks, to the extent of about one hour per diem. By this means they become familiar with household duties, which cannot fail to be of benefit to them in their future experience.

The working time for all pupils, male and female, is fixed at three hours per day. This time, added to the hours spent in the class rooms and in recreation, absorbs the day, which thus passes pleasantly and is free from monotony. Duties are entered upon with zeal and a degree of pleasure most helpful in the acquisition of knowledge. During the year, the pupils generally have shown a commendable spirit of obedience, and an increased interest in all their work, and have seemed to realize the important bearing of a successful training here upon their life career so soon to open.

In giving the record of industrial work in the different departments of practical education, the values, where stated, are given for the purpose of indicating the amount and character of work accomplished, *and not to set forth or in any way emphasize their pecuniary results*, as our industries are conducted solely for educational purposes *and not for profit*.

The record for the year in the several branches may be stated as follows :

#### PRINTING.

Edwin A. Hodgson, Instructor; number of boys employed, twenty-eight, ranging from thirteen to twenty years of age. In the education of these pupils in the "art preservative," small orders for job printing from outside parties are undertaken in order that the

pupil apprentices may benefit by the varied styles of composition which such work demands.

This term, beside the job work, work on our Annual Report, and a few small pamphlets, they have done all the mechanical work on the *Deaf-Mutes' Journal*, a twenty-eight column weekly newspaper, as well as on two small monthly papers, "The Parish Guide" and "Cribside."

The exhibit of work done in the printing office will bear favorable comparison with that done in any printing establishment, while the practical benefit, both mental and manual, to the pupils employed therein, is amply demonstrated by their success among the world of workers after they have graduated.

|                                             |            |
|---------------------------------------------|------------|
| Value of work done for the Institution..... | \$ 665 34  |
| Custom work (cash received).....            | 1,092 10   |
|                                             | <hr/>      |
|                                             | \$1,757 44 |

#### SHOEMAKING.

John Lechthaler, Instructor ; number of boys employed thirty-five, ranging from thirteen to twenty-five years of age.

|                                                 |            |
|-------------------------------------------------|------------|
| Number of new shoes made, 595 prs. Value .....  | \$1,773 00 |
| Number of shoes repaired, 1,049 prs. Value..... | 711 95     |
| Custom work (cash received) .....               | 25 40      |
|                                                 | <hr/>      |
|                                                 | \$2,510 35 |

#### CARPENTERING.

Edward Clearwater, Instructor ; number of boys employed, twenty-five, ranging from twelve to twenty-one years of age.

|                         |            |
|-------------------------|------------|
| Value of work done..... | \$1,859 10 |
|-------------------------|------------|

#### CABINET-MAKING, WOOD-CARVING, & CHAIR CANING.

C. Henry Intemann, Instructor ; number of boys employed, twenty-six, ranging from twelve to twenty-five years of age.

|                                             |          |
|---------------------------------------------|----------|
| Value of work done for the Institution..... | \$653 00 |
| Custom work (cash).....                     | 78 90    |
|                                             | <hr/>    |
|                                             | \$731 90 |

**TAILORING.**

J. Branagan, Instructor ; number of pupils employed, thirteen boys, ten girls, ranging in age from twelve to twenty years.

|                             |            |          |
|-----------------------------|------------|----------|
| Number of coats made, 189.  | Value..... | \$695 00 |
| Number of jackets made, 87. | Value..... | 363 00   |
| Number pants made, 184.     | Value..... | 552 00   |
| Number vests made, 168.     | Value..... | 294 00   |
| Number mattress ticks, 60.  | Value..... | 18 00    |
| Custom work (cash received) | .....      | 12 42    |

**\$1,924 42**

**GARDENING.**

Albert Metzger, Instructor ; number of boys employed during the summer, eight, ranging from twelve to eighteen years of age. These are distributed to the different shops during the winter months.

Practically, all the vegetables required by the Institution, except potatoes, are furnished from the garden.

Value of produce furnished the Institution.....**\$3,420 15**

**SUMMARY OF ATTENDANCE DURING THE YEAR.**

| INDUSTRIES.         | Boys. | Girls. | Total. |
|---------------------|-------|--------|--------|
| Printing.....       | 28    |        | 28     |
| Cabinet-making..... | 26    |        | 26     |
| Carpentering.....   | 25    |        | 25     |
| Shoemaking.....     | 35    |        | 35     |
| Tailoring.....      | 13    | 10     | 23     |
| Gardening.....      | 8     |        | 8      |
| Dressmaking.....    |       | 30     | 30     |
| Shirt making.....   |       | 12     | 12     |
| Plain Sewing.....   |       | 42     | 42     |
|                     | 135   | 94     | 229    |

From this summary it will be seen that a majority of our pupils, male and female, were under instruction in the several industries, acquiring that practical knowledge necessary to fit them for their life-work in the years to come.

The younger pupils not included in the foregoing classification, alternate between school and recreation.

**ACKNOWLEDGMENTS.**

We are indebted to the Peoples Line of steamers for tickets, at half fare, for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils of the Institution, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for pupils and officers attending the American Institute Fair.

To Mr. Geo. A. Dockstader, for a donation of one hundred dollars.

To Mrs. Wm. A. Cauldwell, for a donation of ten dollars.

To Mr. Robert Rogers, for a donation of five dollars.

Trusting implicitly in the guidance of that beneficent Providence which, for more than half a century, has exerted its benign influence upon the destinies of this Institution, we have no misgivings as to its future.

Respectfully submitted,

CHAUNCEY N. BRAINERD,

*Superintendent.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1889.

## REPORT OF THE COMMITTEE UPON INDUSTRIAL TRAINING IN THE NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, MARCH, 1889.

The Committee, to whom was referred the matter of increasing the branches of practical industry in the Institution for the Instruction of the Deaf and Dumb, would respectfully report that they have visited and inspected the New York Industrial Training School, at No. 9 University Place, and the New York Training School, in the First Avenue, near 68th Street ; and that Mr. C. N. Brainerd, Superintendent, Dr. I. L. Peet, Principal, and Mr. E. H. Currier, Professor of the High Class in the Institution, have also visited these schools, made thorough examination of them and furnished careful reports to your Committee.

Interviews have also been held with the Principal and Superintendent, at which the industries of the institution, and all matters relating thereto, have been discussed.

It appears that the number of pupils on the roll for the year ending September 30th, 1888, was 377.

Of this number, 280 pupils of both sexes were regularly employed during the year, at some kind of handicraft well adapted for deaf-mutes to learn and to use in obtaining a livelihood, leaving 97 unemployed. The latter number is made up of those who are under twelve years of age, who were from some cause incapacitated. This class varies in number ; at present there are 86 under twelve years.

The pupils employed in the various industries during the last year averaged in daily attendance about as follows :

| INDUSTRIES.         | Boys. | Girls. | Total. |
|---------------------|-------|--------|--------|
| Printing.....       | 28    |        | 28     |
| Shoemaking.....     | 36    |        | 36     |
| Cabinet making..... | 25    |        | 25     |
| Carpentering.....   | 29    |        | 29     |
| Tailoring.....      | 18    | 10     | 28     |
| Gardening.....      | 14    |        | 14     |
| Dressmaking.....    |       | 30     | 30     |
| Shirtmaking.....    |       | 11     | 11     |
| Plain Sewing.....   |       | 48     | 48     |
| Art Department..... | 13    | 18     | 31     |
| Total.....          | 163   | 117    | 280    |

There is a barber's shop where two pupils do all the hair cutting and shaving required by the male pupils. Type-writing is also taught to fifteen pupils by Miss Montgomery.

Those who are familiar with the deaf and dumb, will agree that a deaf-mute, who has been under instruction from the age of six to twelve, is barely equal in general mental and physical capacity to the average hearing child of six years, particularly when the deaf-mute has become so through sickness. Hence it has not been thought advisable to begin any industrial training before the age of twelve.

A certain degree of intellectual and moral development must precede all industrial education. It would be almost as wise to give a monkey a trowel, and, placing him among masons on a scaffold, expect to make him a workman, as to attempt a similar experiment with an uneducated deaf-mute. He is ignorant of God, of law, of his relations even to his own parents, is cut off by his infirmity from all knowledge of the sentiments of others and from all intelligible methods of expressing his own feelings, wishes, and motives of action, and must continue so until the mind and moral sense are awakened and trained. It is evident then that the first thing to be done with a deaf-mute is to *awaken his mind*.

The next thing needful, is *to teach him language*, and to lead him from sign-language to the English language. The difficulty of this task can only be appreciated by those who are familiar with educational processes. It is sufficiently indicated when the fact is stated, that it takes five years of earnest instruction to give a deaf-mute child of good mind the same knowledge of the English language that is usually possessed by a hearing child six years of age. The principal says correctly, that "the deaf-mute is not intellectually born until he enters the Institution, and when his education is commenced at the age of six, he is mentally at twelve only six years old."

Children who have become deaf-mutes after the age of six may form an exception to this rule in some cases, but for *all congenital* deaf-mutes, and for almost all deaf-mutes, education for mental development and language is an absolute necessity *before any industrial pursuit can be commenced*.

When the boy or girl is intellectually aroused, and has acquired some degree of ability to use language, industrial training can begin. As to the industries to be pursued, it is proper that the officers of the institution should be heard. The Superintendent writes as follows :

#### EXTRACTS FROM SUPERINTENDENT'S LETTER.

"So far as our boys are concerned, I have placed Printing at the head of the list of industries, as I consider it, in all respects, the most



desirable to those pupils who can grasp it. But in considering the success attending the graduates in this department, it must be borne in mind that the cream of the entire male portion of the school, so far as general intelligence goes, may be found in the printing office. In addition to this, the Institution has been extremely fortunate in having secured an educated foreman, in the person of Mr. Hodgson, as an instructor in this branch, who is well versed in the sign language, and who is not only a good practical printer, but is thoroughly devoted to his calling. Apprentices graduating from this department, have no difficulty in procuring permanent positions as compositors at a fair remuneration.

"I have placed Shoemaking second on the list, as when our record, which is now being made up, is completed, it will doubtless show a larger number of graduates who are earning a livelihood by this trade than by any other industry taught.

"Cabinetmaking, which includes wood-carving and cane-seating, as distinct from Carpentering, is inciting a healthy rivalry among the boys of those two shops to that extent that both branches are greatly benefitted, and as a result much excellent work is being done in both, and it is safe to predict that a large percentage of the pupils in those two departments will be self-supporting on graduating.

"The boys engaged in the Tailor shop are among the dullest in the school, though there are exceptions and these usually succeed on leaving school in finding employment at their chosen calling.

"Gardening is unpopular to that degree, that it is with the utmost difficulty we can induce our bright, active boys, to engage in it. This is becoming more marked year by year; which may be doubtless accounted for by the fact that our pupils are drawn more largely from the towns and cities, and less from the agricultural districts, hence their minds are bent on mechanical pursuits, by which they are surrounded at their homes.

"Doubtless a department of floriculture, with the proper appliances, would act as an incentive to awaken interest in garden work.

"I have visited the Trades and Industrial Schools at No. 9 University Place, and at Sixty-Eighth Street and First Avenue, and was very much pleased with my visit.

"I am prepared to say, in my judgment, these schools are admirably adapted to the purposes for which they were designed, to instruct the hearing and speaking youth of the city in that knowledge so essential to their success in life, particularly if left dependent upon their own resources.

"To this class, incalculable good must result, and to the philanthropic gentlemen who have so generously given of their means to pro-

mote and carry forward this great and good work, the thanks of the entire community are due.

"As regards the question of whether it would be practicable to send some of our pupils to those schools with the view of having them instructed in some of the trades taught there, when considered in all its bearings, I am convinced that such a course would not be feasible, in other words, the advantages to be gained would not be commensurate with the expense and efforts necessary to the removal of the difficulties in the way. In the first place, an interpreter would necessarily be required, and instruction under the circumstances is very slow and rarely satisfactory. Our boys would doubtless be delighted to go, and if it were announced that as many of their number as desired could have the opportunity, they would vacate the establishment at once, without a single thought as to what they would lose by abandoning the trades they had already given years to acquire. If we were to select a few to go at stated periods, it would do more to unsettle and demoralize those left behind than almost any plan we could devise. If there is any characteristic in the average deaf-mute stronger than another, it is a desire to go. It matters but little where, so long as they are on the move. To say that they are restless, does not express it except in very mild form.

"I am not prepared to say that the industries taught in the Trades Schools would give the average deaf-mute any special advantage over those they are now learning. There may be an isolated case occasionally developed, but this would be the exception rather than the rule.

"Finally, I would recommend that whatever we undertake in the interest of our boys be done on our own grounds.

"As to our girls, in addition to the instruction they are receiving in needlework, etc., they are daily familiarized with the various duties of housekeeping, with the exception of culinary matters. Of these they learn nothing. This defect is so apparent that no argument is required to demonstrate the fact.

"I have, therefore, no hesitancy in saying that, in my opinion, if a room were fitted with the proper appliances and plain cooking taught, it would prove a great blessing to a majority of the girls in attendance, and, at the same time, be a decided acquisition to our present culinary arrangement, through which there is much waste of raw material growing out of the incapacity of those who manipulate the ingredients and by sufferance are misnamed 'cooks.'"

The Principal writes as follows, and in his report Mr. E. H. Carrier coincides :

EXTRACT FROM PRINCIPAL'S LETTER.

"Judging from the statistics already given, we seem to have a judicious selection of trades, and one well calculated to give our pupils the manual training that will secure to them a means of livelihood.

"With the ample time for learning a trade given to each of them, our boys ought to gain the advantage of all that is done in the training schools already mentioned, which we have visited, and of that practice which, with hearing persons, is only to be obtained outside of the special schools, thus securing a combined method in the industrial as well as in the educational department.

"Thus far, according to my observation, this method has been admirably followed in the Printing Office and in the Art Studio.

"In the former, all the technical language employed in connection with printing, and all the principles pertaining to the work, have been faithfully taught in special lessons, while every operation and movement required has been made familiar, and a sufficient amount of practice in all the kinds of work done in a printing office has been given to enable our pupils to obtain first class and remunerative employment as soon as they graduate."

The Principal and Mr. Carrier coincide in a high estimate of the value of the instruction in art, which has been given in the Institution, and then continue :

"With the *other* industries, the instruction, useful though it has been, seems to have been given, to a very considerable extent, in the way of mere practice ; theory and method having been incidental. This, in my opinion, should be exactly reversed, and teachers of handicrafts should be regarded as competent, only as they can carry this principle into effect.

"After printing and art work, I would place gardening first, because of its tendency to take deaf-mutes away from our overcrowded cities, with their dangers and their temptations, into the open country, where their want of hearing places them at less disadvantage, and the influence of their surroundings diminishes their sense of misfortune. Their instruction in this branch should not be confided to an illiterate vegetable gardener, but an expert who knows how to teach them all the processes of agriculture and horticulture, such as the cultivation of flowers, fruits and trees, as well as of vegetables and field crops, and to precede such instruction by giving them the general principles and 'the English of their trade.' The theoretical instruction might be carried on in winter, reserving practical work in the open ground to spring and summer. To obtain the best results during the cold season of the year, a green-house should be established on such a scale that it could be made self-supporting. Such a man as Mr. Paul Riviere, the

gardener of the Paris Institution, has lately published a manual of gardening and agriculture for the use of the Institutions for Deaf-Mutes and of primary schools."

"Observations, similar to those I have made in regard to gardening, will apply to the other trades taught in the Institution.

"Cabinetmaking and carpentry might properly be made interchangeable, as they depend upon similar principles, and differ chiefly in the scale of operations and in the kinds of wood used. This seems the more important, because there are certain branches of carpentry that should be avoided by deaf-mutes, on account of the peculiar danger to which they, more than others, would be exposed when engaging therein.

"Tailoring ought to have connected with it a regular course of instruction in measuring and cutting; and shoemaking should be taught in such a way that each pupil should learn to make, separately, every part of the shoe, with exactness and rapidity, and finally to put the whole together."

#### RESULTS.

In conclusion, your committee beg to call the attention of the Board to the following results of the education given to deaf-mutes at our Institution. There have been, since the opening of the Institution in May, 1818, about 3,200 pupils and more than 2,800 graduates. Not one hundred of these have been dependent, either as paupers or criminals, upon public support, since they left the Institution. Statistics received from two hundred and thirty-two of these graduates, of whom five only are females, present the following remarkable facts. Leaving out teachers, the table would furnish a fair average of any two hundred of our graduates.

#### STATISTICS CONCERNING TWO HUNDRED AND THIRTY-TWO GRADUATES.

|                                 |    |                                |    |
|---------------------------------|----|--------------------------------|----|
| Thirty-seven are teachers, viz: |    | Brought forward.....           | 15 |
| In Hartford, Ct.....            | 1  | " Austin, Tex.....             | 1  |
| " Philadelphia, Pa.....         | 2  | " Rome (Central) N. Y.....     | 6  |
| " Flint, Mich. (1 female)....   | 2  | " Malone (Northern) N. Y...    | 1  |
| " Columbus, O.....              | 1  | " Rochester (Western) N. Y.    | 1  |
| " Indianapolis, Ind.....        | 1  | " Fordham, N. Y. (female)...   | 1  |
| " Jacksonville, Ill.....        | 2  | " Buffalo, N. Y.....           | 2  |
| " Baltimore, Md.....            | 2  | " Raleigh, N. C...             | 1  |
| " Frederick, Md.....            | 1  | " Baton Rouge, La.....         | 1  |
| " Little Rock, Ark. (1 female)  | 2  | " Berkeley, Cal. ....          | 1  |
| " Jackson, Miss.....            | 1  | " our own Inst'n, (2 females). | 7  |
| Carried forward.....            | 15 | Carried forward.....           | 37 |

STATISTICS (*Continued*).

|                                            |     |                               |     |
|--------------------------------------------|-----|-------------------------------|-----|
| Brought forward.....                       | 37  | Brought forward.....          | 130 |
| Three are principals of Institutions, viz: |     | Jeweller .....                | 1   |
| In Dakota.....                             | 1   | Florist.....                  | 1   |
| " Malone, N. Y.....                        | 1   | Farm Hands.....               | 10  |
| " New Orleans, La.....                     | 1   | Gardeners.....                | 1   |
|                                            | 3   | Foremen and Assistant Fore-   |     |
| Superintendent of Gallaudet                |     | men in printing offices....   | 5   |
| Home .....                                 | 1   | Compositors.....              | 23  |
| Clerks in insurance offices.....           | 2   | Proprietor of job printing    |     |
| Clerks in Mercantile and Manu-             |     | office.....                   | 1   |
| facturing Establishments..                 | 8   | Cabinet makers.....           | 4   |
| Clerks under the U. S. Govern-             |     | Carpenters.....               | 5   |
| ment.....                                  | 10  | Shoemakers.....               | 14  |
| Clerks under the City Govern-              |     | Tailors.....                  | 9   |
| ment.....                                  | 2   | Cutter (men's clothing).....  | 1   |
| County Clerk.....                          | 1   | Boiler maker.....             | 1   |
| Editors and proprietors of news-           |     | Machinist.....                | 1   |
| papers.....                                | 5   | Bakers.....                   | 3   |
| Authors.....                               | 1   | Cook and confectioner.....    | 1   |
| Merchants.....                             | 6   | Brick maker.....              | 1   |
| Clergymen.....                             | 1   | Railroad employes.....        | 2   |
| Missionaries among deaf-mutes              | 4   | Longshoreman.....             | 1   |
| Artists, photographers and en-             |     | House and Sign Painters.....  | 3   |
| gravers.....                               | 11  | Mill Hands.....               | 4   |
| Inventors.....                             | 3   | Leather-goods workers.....    | 2   |
| Farmers working their own                  |     | Undertaker.....               | 1   |
| farms.....                                 | 27  | Upholsterer and decorator.... | 1   |
| Poultry raisers.....                       | 7   | Cooper.....                   | 1   |
| Proprietor and Manager of ex-              |     | Supervisor.....               | 1   |
| tensive nurseries.....                     | 1   | Cigarmakers.....              | 2   |
|                                            |     | Cane seaters.....             | 2   |
| Carried forward.....                       | 130 | Total.....                    | 232 |

Of the above, two are Church Wardens and many are leading members of the churches to which they belong. Of the deceased graduates, we may record two distinguished authors, James Mack and John R. Burnet, and one distinguished agriculturist and pomologist, Clinton S. Fay, and many teachers. Rev. H. W. Syle completed his preparation for graduation at Yale College in connection with this institution, and is now Rector of All Souls' Church for Deaf-Mutes in

Philadelphia. Of those above enumerated as pursuing strictly manual occupations, the farmers either worked in our gardens when pupils in the Institution, or learned trades useful on a farm ; the printers, shoemakers, cabinetmakers, carpenters, and tailors, all obtained their knowledge of their trade when at school, and the others acquired, in our several shops, the manual dexterity that has enabled them to turn their hands to other departments of productive industry ; while all are providing full support for themselves and those depending upon them, many being married and having children, who, with few exceptions, can hear and speak.

It will thus be seen that our work, quiet and unpretentious as it has been, rests upon a basis of successful experience and of great usefulness in the past, while the hearing world is just awakening to the importance of manual training in connection with the education of youth. At one time, our practice in this respect was so unique : we stood so alone in this matter of making manual training go hand in hand with the training of the mind, that public attention was called by Horace Greeley in the *Tribune* to what we were doing in this regard, and this Institution was held up as an example to be followed by hearing schools.

Since that time industrial training has made great advances, but we believe that the New York Institution for the Deaf and Dumb has kept pace with the times in a good degree. The schools to which our attention has been called are but followers in our track. They have introduced some trades that we have not, and some, perhaps, that we might wisely introduce in the future. The trades of the mason, the painter and house framer, are attended with much danger to non-hearing persons ; that of the blacksmith and the plumber might perhaps be taught with success ; floriculture and cooking are the two additional industrial occupations from which we can expect the best results ; the former will need a somewhat costly plant, but the latter can be commenced with a moderate outlay ; and certainly there is no good reason why our girls should not be taught the plain duties of the kitchen, the house and the home.

Your committee, therefore, recommend that steps be taken to establish a department of floriculture for the boys and a school of cooking for the girls, and they do not deem any additional industrial occupations necessary in the Institution.

CHARLES AUGUSTUS STODDARD,

*Chairman.*

## ATTENDING PHYSICIAN'S REPORT.

FOR THE YEAR ENDING SEPTEMBER 30, 1889.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—There has been but little serious illness during the past year, and no death. The following list shows the character and number of cases treated.

| DISEASES.                                | Cases. |
|------------------------------------------|--------|
| Abscess .....                            | 4      |
| Anæmia .....                             | 2      |
| Bronchitis .....                         | 1      |
| Caries of Ilium .....                    | 1      |
| Cellulitis .....                         | 1      |
| Contusions .....                         | 7      |
| Dermatitis Venenata .....                | 1      |
| Eczema .....                             | 7      |
| Epilepsy .....                           | 1      |
| Erysipelas .....                         | 3      |
| Fever (remittent and intermittent) ..... | 10     |
| Fracture of Fibula .....                 | 1      |
| Hernia (reducible) .....                 | 2      |
| Jaundice (catarrhal) .....               | 1      |
| Mumps .....                              | 45     |
| Rheumatism .....                         | 2      |
| Ringworm of Scalp .....                  | 6      |
| Psoriasis .....                          | 1      |
| Sprain of Ankle .....                    | 1      |
| Tapeworm .....                           | 2      |
| Tonsilitis .....                         | 25     |
| Varicella .....                          | 3      |
| Whooping Cough .....                     | 8      |
| Total .....                              | 135    |

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.

## REPORT OF THE CONSULTING OPHTHALMOLOGIST AND OTOLOGIST.

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NEW YORK, Oct. 1, 1889.

*To the President and Board of Directors of the New York Institution  
for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—Another fiscal year has elapsed and, as in years previous, the welfare of the pupil in this as in other departments has been considered of paramount importance by all.

Familiarity with the occurrence and recurrence of eye and ear trouble among the pupils at this Institution, warrants my again referring to the fact that many of our charges are much better provided for while at the Institution than during the vacation period, as witnessed in many instances by the existence of their trouble upon their return to us. In this connection, I would ask if nothing can be done to abridge the length of time pupils under treatment, as well as those contracting eye troubles abroad during vacation periods, can remain away, as their unlimited sojourn in tenement districts of this city and kindred unhealthy surroundings, not only endangers their own welfare, but that of their fellows so soon as they come together at the beginning of the term, notwithstanding that those ailing are isolated when found to be expedient.

It is noticeable from year to year that those suffering from eyelid troubles, especially of a contagious nature and due pre-eminently to unhygienic surroundings, are in the main the same pupils; that they leave us in the early summer and, after an absence of three months, return to again undergo treatment for the same disease that took so long to overcome the previous term.

These unfortunates, bereft of the sense of hearing, are, *per se*, doubly dependent upon the visual sense to enable them to advantageously pursue their studies and thus prepare themselves for usefulness in the outside world, and any means that will preserve their eyesight, although it in some measure curtail their temporary enjoyments, will, I think, appeal to all of you as being primarily for their own good.

Since the inauguration of the individual-towel system now in vogue, there has been a marked decrease in the probabilities of infection, and is a measure towards perfection of which the Institution has just right to pride itself. Could all of our pupils enjoy as good hygienic advantages while absent from us as they have at hand while at the Institution, I doubt not every case of lid trouble would in a short time be a thing of the past. In the aural department constantly occurs more or



less manifestation of a catarrhal nature, which is controlled to the best of our ability with the few necessities we possess in the hospital for the work, and in this connection I would earnestly request that a suitable requisition for such instruments and appliances as are really needed be honored by the board, that we may be more ready to cope with aural troubles at their inception.

The general health of the pupils, as attested by the report of the attending physician, is excellent, and so, also, in these departments, I can haply state there has been no serious outbreak of disease during the past year, for which all our friends should be thankful, at the same time recognizing the efforts of the Board of Directors to this end; for, to their fatherly care and kindly guardianship, is due the welfare of the pupils entrusted to their care.

Very respectfully,

F. C. RILEY, M.D.

# CATALOGUE OF PUPILS

## WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1889.

### MALES.

| Name.                     | Town.              | County.    |
|---------------------------|--------------------|------------|
| Abrams, William.....      | New York.....      | New York.  |
| Alonzo, Roman, Jr.....    | Brooklyn.....      | Kings.     |
| Anderson, Robert H.....   | Brooklyn....       | Kings.     |
| Anhalt, George, Jr.....   | New York.....      | New York.  |
| Avens, Frank.....         | Brooklyn.....      | Kings.     |
| Avens, James.....         | Brooklyn.....      | Kings.     |
| Baars, Frederick W.....   | Brooklyn.....      | Kings.     |
| Bachman, Frederick.....   | New York.....      | New York.  |
| Backhaus, Frederick.....  | New York.....      | New York.  |
| Bagnall, Irwin E.....     | Brooklyn.....      | Kings.     |
| Barger, Charles.....      | Putnam Valley..... | Putnam.    |
| Baxter, Archibald McL.... | New York.....      | New York.  |
| Beck, Herman F.....       | Brooklyn....       | Kings.     |
| Benson, Orris.....        | Grahamsville.....  | Sullivan.  |
| Bestinnt, Morris.....     | New York.....      | New York.  |
| Bettels, Henry.....       | New York.....      | New York.  |
| Black, Hiram.....         | Cooperstown.....   | Otsego.    |
| Black, John M.....        | Brooklyn.....      | Kings.     |
| Blake, Charles F.....     | Brooklyn.....      | Kings.     |
| Blauth, William M.....    | New York.....      | New York.  |
| Bohmlier, George.....     | Maspeth.....       | Queens.    |
| Bouck, Frank D.....       | Schoharie.....     | Schoharie. |
| Bowers, Wilbur L.....     | Brooklyn.....      | Kings.     |
| Boyd, William W.....      | New York.....      | New York.  |
| Brady, Daniel.....        | Brooklyn.....      | Kings.     |
| Brauer, Albert.....       | Brooklyn.....      | Kings.     |
| Britt, James.....         | New York.....      | New York.  |
| Broad, Henry B.....       | Brooklyn.....      | Kings.     |

| Name.                     | Town.              | County.      |
|---------------------------|--------------------|--------------|
| Burke, James.....         | New York.....      | New York.    |
| Burke, Joseph.....        | New York.....      | New York.    |
| Burland, Nicholas .....   | Hurley.....        | Ulster.      |
| Burt, David .....         | New York. ....     | New York.    |
| Butterly, Peter, Jr.....  | New York.....      | New York.    |
| Calwell, William.....     | Albany.....        | Albany.      |
| Cambell, John .....       | Troy.....          | Rensselaer.  |
| Carlman, Thure E.....     | Albany.....        | Albany.      |
| Carr, George W.....       | Urbana.....        | Steuben.     |
| Clinton, Richard T.....   | New York. ....     | New York.    |
| Cocks, Samuel M.....      | No. Hempstead..... | Queens.      |
| Cohen, Henry.....         | New York.....      | New York.    |
| Coombs, William.....      | New York.....      | New York.    |
| Costuma, David.....       | New York.....      | New York.    |
| Coulter, Arthur W.....    | New York.....      | New York.    |
| Daly, Thomas.....         | New York.....      | New York.    |
| Davis, Henry A.....       | New York.....      | New York.    |
| DeLaney, John, Jr.....    | Ancram. ....       | Columbia.    |
| Dennison, Benjamin C..... | New York.....      | New York.    |
| Dittmar, John W.....      | New York.....      | New York.    |
| Doody, Thomas.....        | Albany.....        | Albany.      |
| Drasky, Myar.....         | Schenectady.....   | Schenectady. |
| Dugan, Daniel.....        | Brooklyn.....      | Kings.       |
| Elflein, John A.....      | Roxbury.....       | Delaware.    |
| Elliot, Michael.....      | New York.....      | New York.    |
| Ellis, Eli, Jr.....       | Wawarsing.....     | Ulster.      |
| Erdmann, Gustave.....     | New York.....      | New York.    |
| Fallon, Terry.....        | Fishkill.....      | Dutchess.    |
| Falte, August.....        | New York.....      | New York.    |
| Fatier, Peter.....        | New York.....      | New York.    |
| Ferguson, George.....     | Brooklyn.....      | Kings.       |
| Ferrie, George.....       | Ashland.....       | Greene.      |
| Fried, Max.....           | New York.....      | New York.    |
| Friess, George.....       | New York.....      | New York.    |
| Gaffney, James.....       | Brooklyn.....      | Kings.       |
| Gately, Patrick J.....    | New York.....      | New York.    |
| Gaunt, Charles.....       | New York.....      | New York.    |
| Geary, John H.....        | Syracuse.....      | Onondaga.    |
| Gilmore, William.....     | New York.....      | New York.    |
| Glosque, Peter.....       | Yonkers.....       | Westchester. |
| Glynn, Martin.....        | New York.....      | New York.    |
| Goor, John.....           | New York.....      | New York.    |

| Name.                       | Town.                 | County.     |
|-----------------------------|-----------------------|-------------|
| Gompers, Solomon A.....     | Brooklyn.....         | Kings.      |
| Goreth, Joseph.....         | Wallkill.....         | Orange.     |
| Greenlaw, William J.....    | New York.....         | New York.   |
| Greenwald, Henry A.....     | New York.....         | New York.   |
| Gurnee, William.....        | Wallkill.....         | Orange.     |
| Hackett, William H.....     | New York.....         | New York.   |
| Hadden, Benjamin F.....     | Brooklyn.....         | Kings.      |
| Hamm, George.....           | Brooklyn.....         | Kings.      |
| Hannon, Stephen.....        | Kingston.....         | Ulster,     |
| Hanson, William.....        | New York.....         | New York.   |
| Hartnett, Dennis.....       | New York.....         | New York.   |
| Hatowsky, Louis.....        | New York.....         | New York.   |
| Hawley, William E.....      | Hamden.....           | Delaware.   |
| Hayes, Jeremiah.....        | Brooklyn.....         | Kings.      |
| Heertt, Herman.....         | New York.....         | New York.   |
| Hefferman, William.....     | Brooklyn.....         | Kings.      |
| Herrmann, Louis.....        | New York.....         | New York.   |
| Hogan, John.....            | Albany.....           | Albany.     |
| Hunter, Samuel H.....       | Troy.....             | Rensselaer. |
| Isaacs, Benjamin.....       | New York.....         | New York.   |
| Isbell, Chester M.....      | New York.....         | New York.   |
| Jackson, Rennie H.....      | Saratoga Springs..... | Saratoga.   |
| Jacobs, Jacob.....          | Brooklyn.....         | Kings.      |
| Johnson, Jeremiah.....      | Stuyvesant.....       | Columbia.   |
| Johnson, Philip.....        | North Greenbush....   | Rensselaer. |
| Johnston, Robert D.....     | New York.....         | New York.   |
| Kaiser, Charles.....        | New York.....         | New York.   |
| Keegan, Teddy.....          | Brooklyn.....         | Kings.      |
| Keiser, John.....           | New York.....         | New York.   |
| Keiserwetter, Charles.....  | New York.....         | New York.   |
| Kennedy, Henry J.....       | New York.....         | New York.   |
| Kerr, Robert S.....         | New York.....         | New York.   |
| King, Frederick G.....      | New York.....         | New York.   |
| Kistler, Jacob A.....       | New York.....         | New York.   |
| Kistler, Joseph.....        | New York.....         | New York.   |
| Knox, Frederick.....        | Brooklyn.....         | Kings.      |
| Koenig, Carl.....           | New York.....         | New York.   |
| Koffer, John.....           | New York.....         | New York.   |
| Krama, Henry.....           | New York.....         | New York.   |
| Krekel, George.....         | New York.....         | New York.   |
| Kriecheldorff, William..... | New York.....         | New York.   |
| Lamm, Herman.....           | Brooklyn.....         | Kings.      |

| Name.                        | Town.             | County.      |
|------------------------------|-------------------|--------------|
| Landre, Herman.....          | New York.....     | New York.    |
| Lane, Willard A.....         | New York.....     | New York.    |
| Lawton, Ralph.....           | Great Valley..... | Cattaraugus. |
| Lehmer, Charles.....         | New York.....     | New York.    |
| Lent, Otis H.....            | Elmira.....       | Chemung.     |
| Levy, Joshua.....            | Brooklyn.....     | Kings.       |
| Long, Richard.....           | New York.....     | New York.    |
| Long, Walter.....            | New York.....     | New York.    |
| Long, William, Jr.....       | New York.....     | New York.    |
| Loos, George W.....          | Claverack.....    | Columbia.    |
| Lorcer, Theodore.....        | New York.....     | New York.    |
| Losey, John E.....           | Deer Park.....    | Orange.      |
| Lynch, Daniel F., Jr.....    | New York.....     | New York.    |
| Lynch, William.....          | New York.....     | New York.    |
| McConnell, Gibson.....       | Poughkeepsie..... | Dutchess.    |
| McDonald, George B.....      | Brooklyn.....     | Kings.       |
| McDonald, Richard.....       | New York.....     | New York.    |
| McEvoy, John, J.....         | Fishkill.....     | Dutchess.    |
| McFarlane, Robert.....       | Brooklyn.....     | Kings.       |
| McMickle, Frank H.....       | Wallkill.....     | Orange.      |
| McVea, Robert.....           | New York.....     | New York.    |
| Maddock, Thomas.....         | New Rochelle..... | Westchester. |
| Manchester, George.....      | Middleburg.....   | Schoharie.   |
| Marks, Morris.....           | New York.....     | New York.    |
| Marshall, Edwin V.....       | Hyde Park.....    | Dutchess.    |
| Marshall, Leslie G., Jr..... | Rye.....          | Westchester. |
| Marshall, Winfield E.....    | Rye.....          | Westchester. |
| Mayer, Emil.....             | New York.....     | New York.    |
| Maynard, Robert E.....       | New York.....     | New York.    |
| Meade, Peter.....            | Albany.....       | Albany.      |
| Meier, Anton.....            | Brooklyn.....     | Kings.       |
| Mendez, Josias D.....        | New York.....     | New York.    |
| Meyers, James.....           | Brooklyn.....     | Kings.       |
| Michael, Alexander.....      | New York.....     | New York.    |
| Millard, Bertie B.....       | Beekman.....      | Dutchess.    |
| Miller, Max.....             | New York.....     | New York.    |
| Minotti, Carlo.....          | New York.....     | New York.    |
| Mitchell, Peter, Jr.....     | New York.....     | New York.    |
| Moeslein, Eugene.....        | New York.....     | New York.    |
| Moore, John.....             | New York.....     | New York.    |
| Moore, William, Jr.....      | New York.....     | New York.    |
| Morrison, Matthew H., Jr...  | New York.....     | New York.    |

| Name.                       | Town.           | County.       |
|-----------------------------|-----------------|---------------|
| Muench, Henry.....          | Brooklyn.....   | Kings.        |
| Neal, William S.....        | Bloomsburg..... | Pennsylvania. |
| Nuzek, Joseph.....          | New York.....   | New York.     |
| O'Brien, John.....          | New York.....   | New York.     |
| Ogle, James.....            | Newburgh.....   | Orange.       |
| Ogle, William.....          | Newburgh.....   | Orange.       |
| O'Neil, Peter.....          | Brooklyn.....   | Kings.        |
| O'Sullivan, Richard M.....  | New York.....   | New York.     |
| Pace, Henry F. M.....       | New York.....   | New York.     |
| Parrish, John F.....        | Jackson.....    | Washington.   |
| Paul, Andrew.....           | Brooklyn.....   | Kings.        |
| Pechette, Charles.....      | Cohoes.....     | Albany.       |
| Peterson, Herman A.....     | Brooklyn.....   | Kings.        |
| Pickruhl, Charles B.....    | Brooklyn.....   | Kings.        |
| Pitt, William J.....        | Haverstraw..... | Rockland.     |
| Plunkett, James.....        | New York.....   | New York.     |
| Postlethwaite, William D... | New York.....   | New York.     |
| Powers, James.....          | Flushing.....   | Queens.       |
| Prinsinzing, Henry.....     | New York.....   | New York.     |
| Probst, Herman.....         | New York.....   | New York.     |
| Rappholdt, Edward.....      | New York.....   | New York.     |
| Redmond, Harry.....         | Yonkers.....    | Westchester.  |
| Reid, William.....          | New York.....   | New York.     |
| Reiff, Anthony C.....       | Brooklyn.....   | Kings.        |
| Resue, Wesley.....          | Olive.....      | Ulster.       |
| Riley, James.....           | Brooklyn.....   | Kings.        |
| Roberts, John J.....        | New York.....   | New York.     |
| Robinson, Stanley.....      | New York....    | New York.     |
| Rosenthal, Joseph.....      | New York.....   | New York.     |
| Rumpf, Charles.....         | New York.....   | New York.     |
| Ryckman, William A.....     | New York.....   | New York.     |
| Sanford, Charles J.....     | Rhinebeck.....  | Dutchess.     |
| Sartor, Albert.....         | New Lots.....   | Kings.        |
| Satow, Frederick.....       | New York.....   | New York.     |
| Scharlin, Jacob.....        | New York.....   | New York.     |
| Schleich, Martin, Jr.....   | Brooklyn.....   | Kings.        |
| Schmidt, George.....        | New York.....   | New York.     |
| Schneider, Edward.....      | New York.....   | New York.     |
| Schreiner, Conrad.....      | Sand Lake.....  | Rensselaer.   |
| Soudder, Jonas S.....       | Huntington..... | Suffolk.      |
| Seiderer, Charles.....      | Hudson.....     | Columbia.     |
| Seigler, Albert.....        | New York.....   | New York.     |

| Name.                     | Town.                 | County.      |
|---------------------------|-----------------------|--------------|
| Short, William E.....     | Kingston.....         | Ulster.      |
| Shufelt, Floyd .....      | Cinncinnattus.....    | Cortland.    |
| Sigal, Beril.....         | Brooklyn .....        | Kings.       |
| Silliman, Frank D.....    | Fulton.....           | Schoharie.   |
| Slaven, Henry.....        | Unadilla.....         | Otsego.      |
| Smith, Burdette.....      | Albany.....           | Albany.      |
| Smith, Nicholas.....      | New York.....         | New York.    |
| Smith, Orlando D.....     | Grahamville .....     | Sullivan.    |
| Somel, Louis.....         | New York.....         | New York.    |
| Spells, William H.....    | Deer Park.....        | Orange.      |
| Spilker, Frederick.....   | Long Island City..... | Kings.       |
| Stacy, Albert.....        | Palmyra.....          | Wayne.       |
| Stauch, John.....         | New York.....         | New York.    |
| Strope, Lawrence D.....   | Stockport.....        | Columbia.    |
| Stryker, Frank A.....     | Brooklyn .....        | Kings.       |
| Suk, Anton.. .....        | New York.....         | New York.    |
| Taplin, John E.....       | Brooklyn .....        | Kings.       |
| Taylor, Walter B.....     | New York.....         | New York.    |
| Thies, Henry G.....       | New York.....         | New York.    |
| Thompson, Charles T.....  | Brooklyn .....        | Kings.       |
| Thompson, James.....      | New York.....         | New York.    |
| Thompson, Robert J.....   | Yonkers.....          | Westchester. |
| Turner, Frank.....        | Brooklyn .....        | Kings.       |
| Tweed, Richard R.....     | Brooklyn .....        | Kings.       |
| Tyler, Ira W.....         | New York.....         | New York.    |
| Utrazanka, Charles.....   | Newburgh.....         | Orange.      |
| Van Seggar, John H.....   | New Lots.....         | Kings.       |
| Vernon, Christian E.....  | New York.....         | New York.    |
| Vincent, Alexander B..... | New York.....         | New York.    |
| Wagele, Antoine.....      | New York.....         | New York.    |
| Wahlstrom, Oscar W.....   | Brooklyn .....        | Kings.       |
| Wankowski, Frank.....     | Ossining .....        | Westchester. |
| Watkins, William, Jr..... | Albany.....           | Albany.      |
| Watson, William W.....    | Yonkers.....          | Westchester. |
| Wilson, James B.....      | Brooklyn .....        | Kings.       |
| Winbon, John J.....       | Schodack .....        | Rensselaer.  |
| Wood, Frank J.....        | New York.....         | New York.    |
| Woolley, Charles E.....   | New York.....         | New York.    |
| Wygant, Edward M.....     | Marlborough.....      | Ulster.      |
| Young, Howell O.....      | Yonkers.....          | Westchester. |
| Zerovitch, Harry .....    | New York.....         | New York.    |
| Zuker, Woolf.....         | New York.....         | New York.    |

| Name.                 | Town.         | County.   |
|-----------------------|---------------|-----------|
| Zundell, Robert ..... | New York..... | New York. |
| Zundt, Edward.....    | Brooklyn..... | Kings.    |

## FEMALES.

|                             |                   |              |
|-----------------------------|-------------------|--------------|
| Aird, Catherine.....        | New York.....     | New York.    |
| Anderson, Elizabeth M. .... | Brooklyn .....    | Kings.       |
| Anderson, Henrietta.....    | New York.....     | New York.    |
| Antusch, Amelia.....        | Newtown.....      | Queens.      |
| Austin, Almeda M. ....      | Watertown .....   | Jefferson.   |
| Austin, Nellie.....         | Hudson.....       | Columbia.    |
| Bammann, Emma.....          | New York.....     | New York.    |
| Barnett, Charlotte A.....   | Brooklyn .....    | Kings.       |
| Barrett, Aleeta F.....      | Bedford.....      | Westchester. |
| Beesmer, Cora J.....        | Olive .....       | Ulster.      |
| Blackman, Katie.....        | Deer Park.....    | Orange.      |
| Blaum, Josephine.....       | Brooklyn .....    | Kings.       |
| Bogatiska, Margaret.....    | New York.....     | New York.    |
| Bolender, Jennie.....       | Brooklyn .....    | Kings.       |
| Bopp, Katie.....            | New York.....     | New York.    |
| Boyd, Margaret .....        | New York.....     | New York.    |
| Branfuhr, Margaret.....     | New York.....     | New York.    |
| Branfuhr, Mary.....         | New York .....    | New York.    |
| Brisco, Henrietta.....      | New York.....     | New York.    |
| Brown, Mary.....            | New York.....     | New York.    |
| Brown, Minnie.....          | New York.....     | New York.    |
| Buss, Johanna.....          | Middletown.....   | Richmond.    |
| Byron, Florence M.....      | New York.....     | New York.    |
| Colligan, Lena.....         | New York.....     | New York.    |
| Craig, Agnes.....           | Brooklyn .....    | Kings.       |
| Crolius, May C.....         | New York.....     | New York.    |
| Curci, Francesca.....       | New York.....     | New York.    |
| Davis, Rachel.....          | Fly Mountain..... | Ulster.      |
| Day, Lura.....              | Tompkins.....     | Delaware.    |
| Devoe, Ida M.....           | Mt. Pleasant..... | Westchester. |
| Dixon, Harriet.....         | New York.....     | New York.    |
| Donoho, Margaret A.....     | New York.....     | New York.    |
| Eaton, Mary.....            | Brooklyn.....     | Kings.       |
| Echols, Agnes E.....        | New York.....     | New York.    |
| Fenalli, Lagai.....         | New York.....     | New York.    |
| Finch, Elva.....            | Fulton.....       | Schoharie.   |
| Fish, Mabelle S.....        | New Castle.....   | Westchester. |
| Fisher, Lizzie.....         | New York.....     | New York.    |
| Frantz, Ella M. ....        | Ellenville.....   | Ulster.      |



| Name.                       | Town.            | County.      |
|-----------------------------|------------------|--------------|
| Freeholder, Eva.....        | New York.....    | New York.    |
| Gabie, Florence.....        | Yonkers.....     | Westchester. |
| Gartland, Catherine E.....  | Brooklyn.....    | Kings.       |
| Gibbs, Maud.....            | Brooklyn.....    | Kings.       |
| Glosque, Mary.....          | Yonkers.....     | Westchester. |
| Grant, Maud.....            | Newburgh.....    | Orange.      |
| Gray, Edith P.....          | Barker.....      | Broome.      |
| Hamilton, Martha A.....     | Cobleskill.....  | Schoharie.   |
| Hand, Florence H.....       | Brooklyn.....    | Kings.       |
| Hanlin, Mary.....           | Brooklyn.....    | Kings.       |
| Hasty, Martha.....          | New York.....    | New York.    |
| Hawkins, Frankie C.....     | Oswego.....      | Oswego.      |
| Helst, Mary.....            | New York.....    | New York.    |
| Hemphill, Julia A.....      | New York.....    | New York.    |
| Hoag, Sarah J.....          | New York.....    | New York.    |
| Hollister, Daisy.....       | New York.....    | New York.    |
| House, Eliza M.....         | Brooklyn.....    | Kings.       |
| Hutschinreuter, Hetwitch... | New York.....    | New York.    |
| Hutton, Nevada B.....       | Brooklyn.....    | Kings.       |
| Jaycox, Martha.....         | New York.....    | New York.    |
| Jost, Mena.....             | New York.....    | New York.    |
| Judge, Alice.....           | New York.....    | New York.    |
| Kaiser, Cornelia.....       | New Paltz.....   | Ulster.      |
| Keefe, Catherine.....       | Rockland.....    | Sullivan.    |
| Kelly, Mary A.....          | New York.....    | New York.    |
| Kempf, Catherine.....       | New York.....    | New York.    |
| Kilroy, Catherine.....      | Kingston.....    | Ulster.      |
| Knaek, Catherine.....       | Fremont.....     | Sullivan.    |
| Knorr, Eliza.....           | New York.....    | New York.    |
| Kortright, Nellie.....      | New Lots.....    | Kings.       |
| Kuehn, Bertha.....          | Fishkill.....    | Dutchess.    |
| Kugler, Annie C.....        | Ramapo.....      | Rockland.    |
| Kurz, Josephine.....        | New York.....    | New York.    |
| Landt, Lina.....            | New York.....    | New York.    |
| Larsson, Emma C.....        | Stony Point..... | Rockland.    |
| Levy, Jane.....             | New Lots.....    | Kings.       |
| Little, Antoinette.....     | Newburgh.....    | Orange.      |
| Logue, Catherine.....       | Yonkers.....     | Westchester. |
| Long, Mary.....             | New York.....    | New York.    |
| Long Nellie.....            | New York.....    | New York.    |
| Lovell, Antoinette V.....   | Brooklyn.....    | Kings.       |
| Martin, Mary A.....         | Albany.....      | Albany.      |
| Martin, May.....            | Riverhead.....   | Suffolk.     |

| Name.                              | Town.                      | County.      |
|------------------------------------|----------------------------|--------------|
| McCatty, Ellen M . . . . .         | Brooklyn . . . . .         | Kings.       |
| Millard, Cora L . . . . .          | Beekman . . . . .          | Dutchess.    |
| Miller, Eunice . . . . .           | Gilboa . . . . .           | Schoharie.   |
| Nicholson, Mary . . . . .          | New York . . . . .         | New York.    |
| Norton, Elizabeth . . . . .        | Binghamton . . . . .       | Broome.      |
| Ogle, Catherine . . . . .          | Newburgh . . . . .         | Orange.      |
| Ogle, Elizabeth . . . . .          | Newburgh . . . . .         | Orange.      |
| Ottmer, Katie F . . . . .          | Brooklyn . . . . .         | Kings.       |
| Palmer, Elizabeth A . . . . .      | Troy . . . . .             | Rensselaer.  |
| Patterson, Grace . . . . .         | Tarrytown . . . . .        | Westchester. |
| Peter, Christina M . . . . .       | New York . . . . .         | New York.    |
| Pfeffer, Mary C . . . . .          | New York . . . . .         | New York.    |
| Phillipski, Annie . . . . .        | Yonkers . . . . .          | Westchester. |
| Pinder, Edna . . . . .             | Middleburgh . . . . .      | Schoharie.   |
| Poblinski, Bessie . . . . .        | New York . . . . .         | New York.    |
| Quevedo, May F . . . . .           | Flatbush . . . . .         | Kings.       |
| Quinn, Annie . . . . .             | New York . . . . .         | New York.    |
| Rapp, Mary E . . . . .             | Albany . . . . .           | Albany.      |
| Rosenberg, Annie . . . . .         | New York . . . . .         | New York.    |
| Russell, Agnes . . . . .           | Newburgh . . . . .         | Orange.      |
| Sanford, Millie L . . . . .        | Rhinebeck . . . . .        | Dutchess.    |
| Schaefer, Catherine . . . . .      | New York . . . . .         | New York.    |
| Schoomaker, Amanda . . . . .       | Rochester . . . . .        | Ulster.      |
| Snedden, Kate A . . . . .          | New York . . . . .         | New York.    |
| Spieles, Katie . . . . .           | New York . . . . .         | New York.    |
| Starbuck, Anna L . . . . .         | Malta . . . . .            | Saratoga.    |
| Stimers, Carrie . . . . .          | New York . . . . .         | New York.    |
| Streeter, Dora . . . . .           | Canajoharie . . . . .      | Montgomery.  |
| Sturmwind, Sarah . . . . .         | New York . . . . .         | New York.    |
| Taylor, Ella F . . . . .           | New York . . . . .         | New York.    |
| Taylor, Selina . . . . .           | New York . . . . .         | New York.    |
| Thadwald, Elizabeth . . . . .      | New York . . . . .         | New York.    |
| Tiedemann, Margaret . . . . .      | New York . . . . .         | New York.    |
| Turner, Gertrude . . . . .         | Brooklyn . . . . .         | Kings.       |
| Tyrell, Jenevra . . . . .          | Brooklyn . . . . .         | Kings.       |
| Van Valkenburg, Carrie B . . . . . | Oswego . . . . .           | Oswego.      |
| Waidler, Ann L . . . . .           | Long Island City . . . . . | Queens.      |
| Weidmann, Lizzie . . . . .         | New York . . . . .         | New York.    |
| Welch, Fannie . . . . .            | Brooklyn . . . . .         | Kings.       |
| Wilson, Theresa . . . . .          | New York . . . . .         | New York.    |
| Young, Blanche . . . . .           | New York . . . . .         | New York.    |
| Zenner, Mary A . . . . .           | Brooklyn . . . . .         | Kings.       |
| Zettel, Johanna . . . . .          | New York . . . . .         | New York.    |

## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the fourth Wednesday in June.

II. The regular time of admission is at the close of vacation, which extends from the fourth Wednesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the Principal.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born ?
4. Where was he born ?
5. Was he born deaf ?
6. At what age was hearing lost ?
7. By what disease or accident did he become deaf ?
8. Is the above the physician's opinion ?
9. Is the deafness total or partial ?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result ?
11. Have any attempts been made to communicate instruction ?
12. Is there any ability to articulate or read the lips ?
13. Is he cleanly or otherwise in habits ?
14. Has he any acute disease, or received any bodily injury ?
15. Is he laboring under any bodily infirmity, defective vision, eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy, or insanity?

17. Has he ever used ardent spirits, opium or tobacco?

18. Has he ever been vaccinated or had small-pox?

19. Has he had the scarlet fever?

20. Has he had the measles?

21. Has he had the mumps?

22. Has he had the whooping cough?

23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment?

24. Are there any other cases of deafness in the family, among relatives or ancestors?

25. What is the name of the father?

26. Where was he born?

27. What is the name of the mother?

28. Where was she born?

29. What is the name and post-office address of the correspondent?

30. What is the occupation of the father?

31. Have either of the parents died?

32. Has a second connection been formed by marriage—*e.g.*, cousins?

33. Were the parents related before their marriage?

34. What are the names and ages of their children?

35. What is the pecuniary condition of the parents? Indigent? Easy circumstances? Affluent?

36. Has he any special mark or peculiarity of appearance?

37. Color, color of eyes, stature, color of hair?

38. How long has the applicant lived in the State of New York?

39. How long in the County above named?

40. How long have the parents, guardian, or nearest relative lived in the State of New York?

41. How long in the County above named?

42. By whom is this information given?

43. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## LAWS AND BLANK FORMS.

### RELATING TO THE ADMISSION OF PUPILS.

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#### CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

*The people of the State of New York, represented in Senate and Assembly, do enact as follows :*

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any Institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

---

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for the three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz: The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Conteuix St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion,

extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1, of chapter 555, of the laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils ; and all blind persons of suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows : All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York : those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which in his opinion the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.



# APPLICATION.

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK,    }  
County of           ,    } ss.:

.....of the the town of.....in said county, hereby certifies that he is the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of ..... 18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

.....:

## CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK,    }  
County of           ,    } ss.:

I have this day selected.....of the town of.....county of....., son [*or daughter*] of.....who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of .....18 , ( he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of .....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }  
..... }    *of the town of*  
..... }

Dated.....18 .

..

## APPLICATION

## FOR THE ADMISSION OF STATE PUPILS.

*To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City:*

The undersigned, desiring to procure the admission of.....  
.....as a State Pupil, into the Institution above named for the purpose of receiving the benefits of Education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows:

State,.....County,.....Town or city,.....

Note.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardian or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said Institution?

Answer.....

State any other fact, or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 ..

NOTE—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent; state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss.:

The undersigned, being duly sworn, says that.....  
is the parent, guardian or relative of applicant above named, and that  
the above statement signed by .....is true to the best of.....  
knowledge and belief.

Sworn to before me this..... }  
day of.....18 . }

# CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

TO THE HONORABLE.....

*Superintendent of Public Instruction, Albany, N. Y.*

The undersigned hereby recommend that the above named applicant,.....be  
appointed a pupil in the New York Institution for the Instruction of  
the Deaf and Dumb at New York for the term of.....years,

from.....and that clothing be furnished by  
 .....

.....  
*Principal or Superintendent.*

### FORM OF BOND.

Know all men by these presents, that we.....of  
 .....in the county of.....and State  
 of....., and.....of.....  
 in the county of .....and State of.....are  
 held and firmly bound unto....., the treasurer of the New  
 York Institution for the Instruction of the Deaf and Dumb, and his  
 successor in office in the sum of .....dollars, for  
 which payment, well and truly to be made, we bind ourselves, our  
 heirs, executors, and administrators, jointly and severally, firmly by  
 these presents.

Sealed with our seals. Dated at.....this.....  
 day of.....A.D. ...

Whereas.....of.....in the county  
 of.....and State of.....has  
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if  
 the above named obligors shall well and truly pay, during the con-  
 tinuance of the said ....., as such pupil, the sum of  
 three hundred dollars per annum for....board and tuition, semi-  
 annually in advance, and shall also pay in advance the sum of fifty  
 dollars a year for clothing, and shall also pay on demand all sums  
 charged to the account of said.....for money or necessary  
 articles furnished to said.....; and shall also pay interest  
 on each bill, from and after the time it shall become due, then this  
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
 presence of }

..... [L. S.]  
 ..... [L. S.]

### SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue and Kingsbridge Road, near One Hundred and Sixty-Third Street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth Street, to One Hundred and Sixty-Second Street on Tenth Avenue.

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### PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz. : At the annual election of officers and directors, on the third Tuesday of May, and, at the close of the academical term, on the fourth Wednesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

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### FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | SETH GROSVENOR,           |
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**SEVENTY-SECOND ANNUAL REPORT**  
**AND**  
**DOCUMENTS**  
**OF THE**  
**New York Institution**  
**FOR THE**  
**Instruction of the Deaf and Dumb,**  
**TO THE**  
**LEGISLATURE OF THE STATE OF NEW YORK,**  
**For the Year 1890.**

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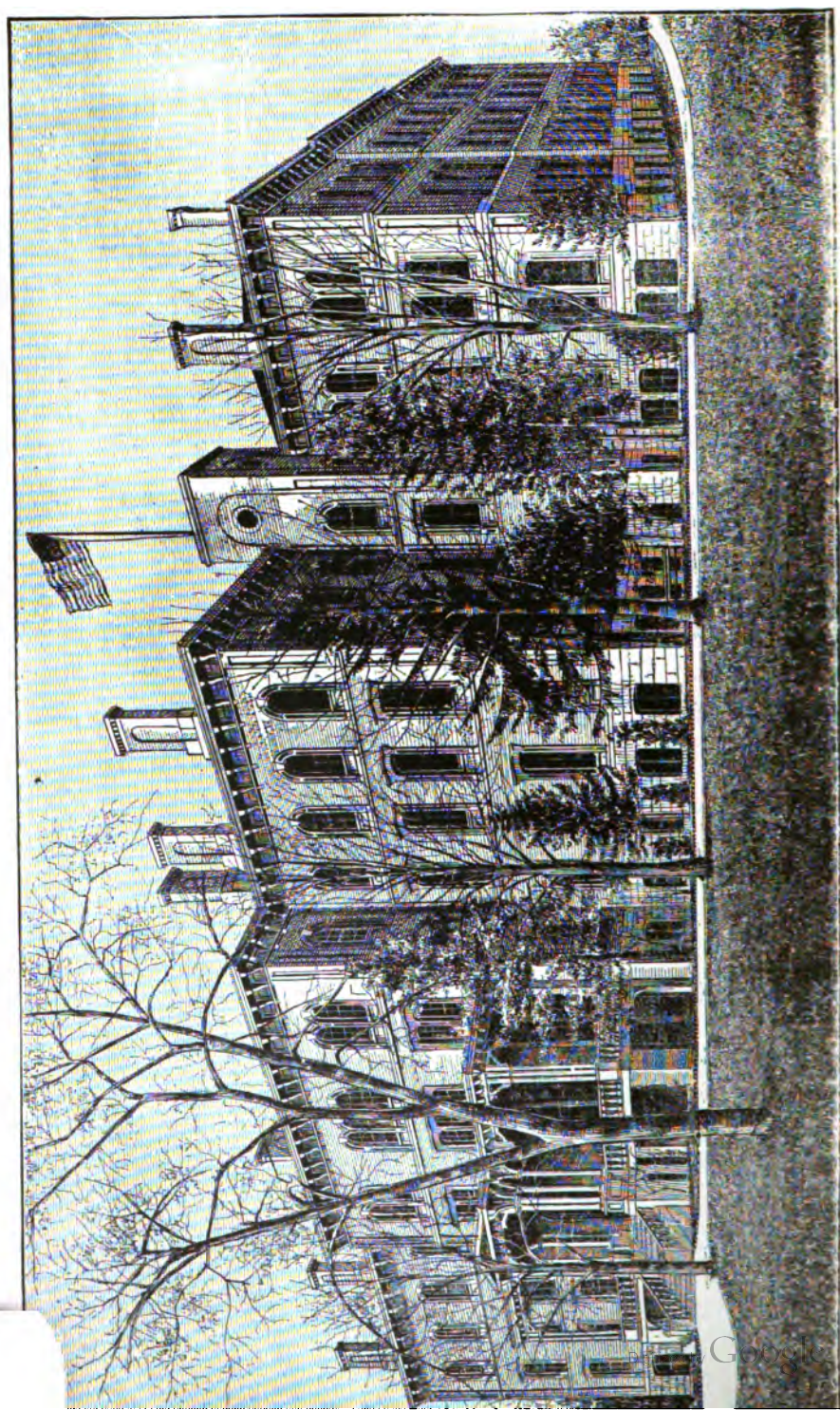


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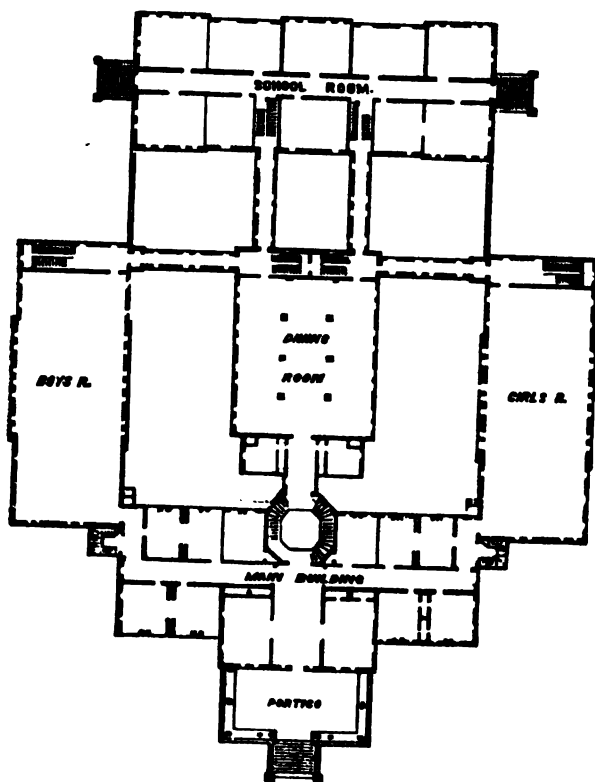








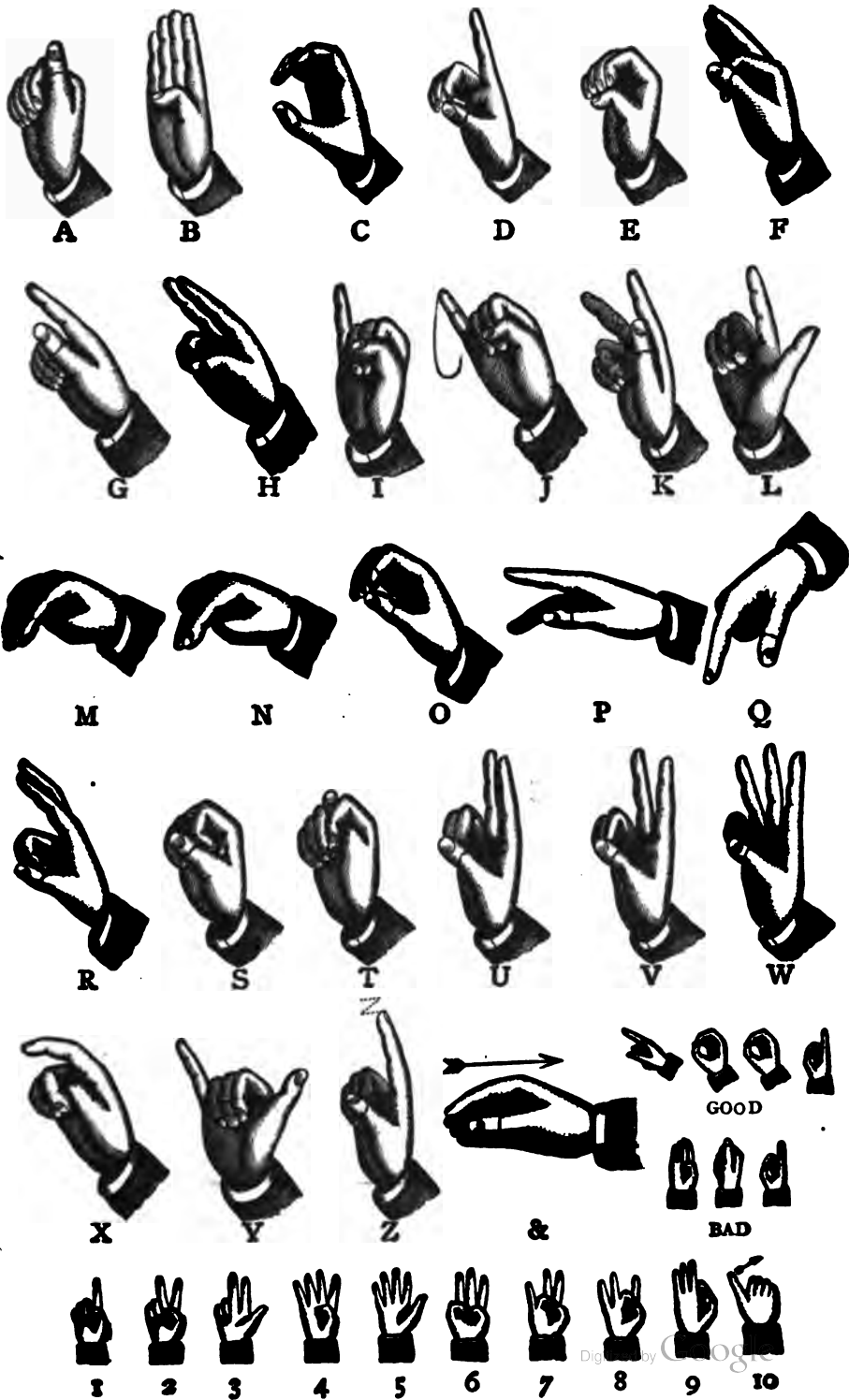
NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building.)



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New York: Publication in connection with the Great Exhibition of 1876.





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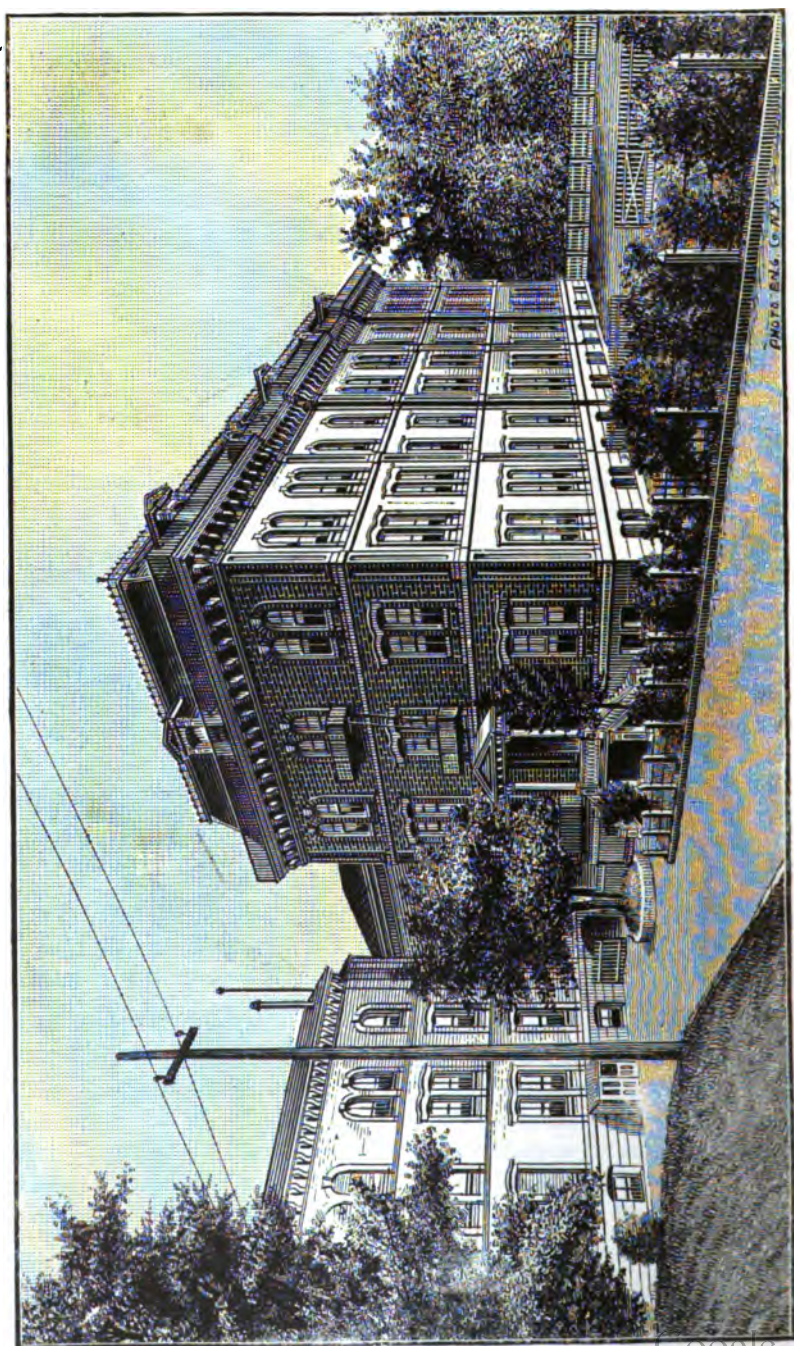


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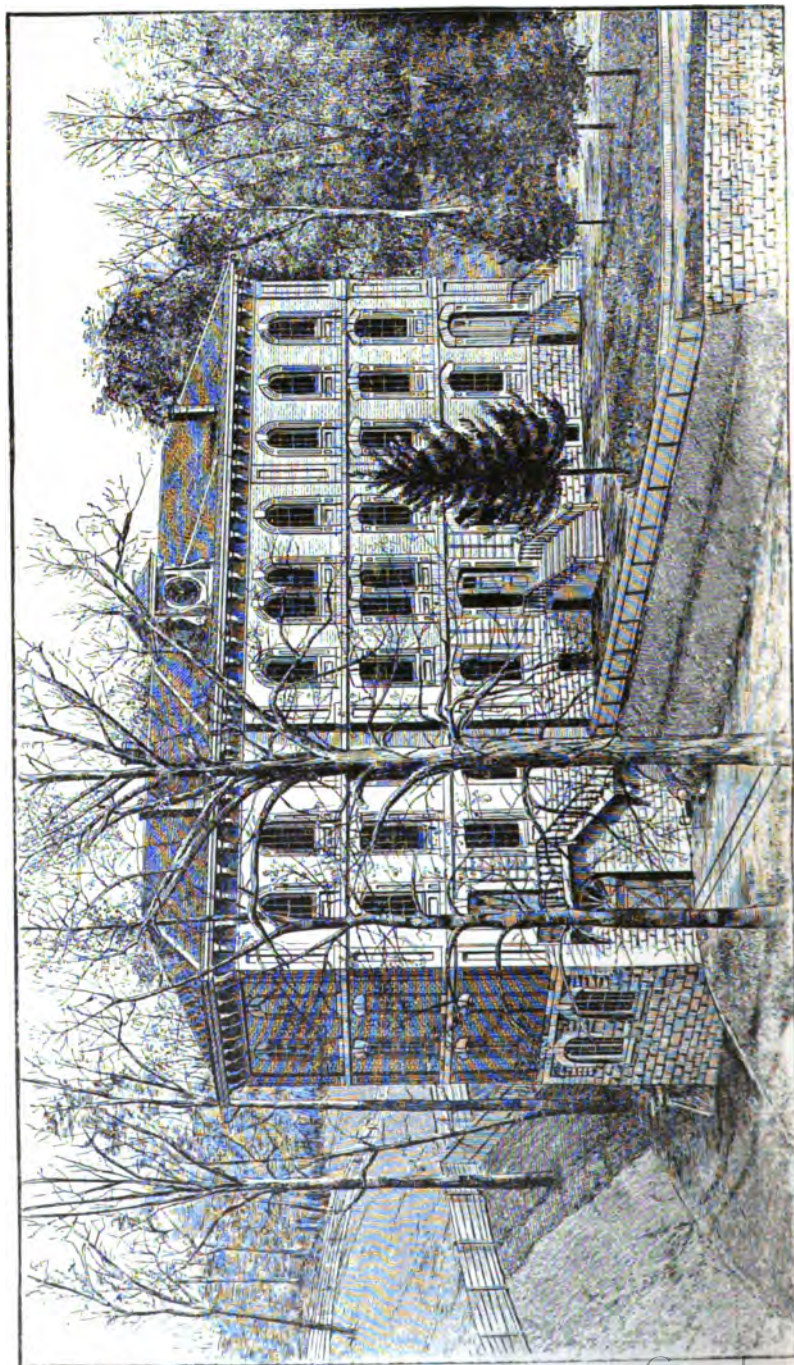
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## SEVENTY-SECOND ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York, their Seventy-Second Annual Report, for the year ending September 30th, 1890.

With this are also submitted the separate reports of the Principal, Superintendent, Physician, Treasurer, and Committee on Annual Examination, which will give information in detail as to the condition of the Institution in each of its several departments, the methods pursued, and the progress made.

From the Superintendent's report, it will be seen that on September 30th, 1890, there were connected with the Institution 310 pupils, of whom 210 were males and 100 females. During the entire year, there have been present 350 pupils, of whom 234 were males and 116 females.

These children were taught by sixteen teachers, of whom two devoted their entire time to teaching articulation, one taught drawing and applied art, and thirteen gave instruction in the English language and cognate studies.

During the year, special attention has been devoted to the perfecting of the speech of those pupils who manifest ability to articulate, while no pains has been spared to develop this power in all. It is becoming more and more evident, as the education of deaf-mutes advances, from experimental to settled methods, that no inflexible rule can be applied to cases which may vary widely in physical structure and mental endowments. The wise educator will be so far eclectic as to leave no method untried which gives a fair promise of success, and it is upon this principle that the instruction at the New York Institution is conducted.

The report of the Committee on the Annual Examination, which was held in June last, exhibits in detail the results of such a system, and it will repay the careful perusal of all who are interested in the education of mutes. The gentlemen and ladies, who were present at the examinations and the subsequent closing exercises of the academic year, have recorded their impressions with a unanimity of commendation, which is most gratifying.

The instruction in trades and manual labor during the past year has been continuous, and, in every sense, remunerative. The aim of the Directors has been to qualify the pupils of the Institution for self-support, by developing their minds and training eye and hand at the same time. No child is cut off from the school-room, in order that he may have a place in the printing office or the shops. Mental development and manual culture, under the best conditions for advancement in each, have produced admirable results. The stimulus of prizes has not been wanting, while higher motives have been the main grounds of appeal to the effort for excellence in every department.

It is with regret that the Board of Directors notices a disposition on the part of some parents, to sacrifice the thorough education of their children to a desire to use them as money-makers for themselves. Children are often removed from the Institution at a critical point in their education, to their lasting injury, and it seems desirable that some means should be devised, by which this injustice to the child, as well as to the State which seeks his welfare, can be remedied.

The most interesting event of the year in connection with the general subject of deaf-mute instruction, has been the International Convention of Teachers of the Deaf and Dumb at the New York Institution, in the month of August. Attention is specially called to those portions of the reports of the Principal and Superintendent which are devoted to this meeting. The influence of this convention has already been felt throughout the United States, and in other lands. The officers of the Institution deserve unstinted praise for the heartiness with which they devoted their vacations to laborious efforts to make the great occasion one of pleasure to their numerous guests, and of honor to the Institution which received them.

A sense of responsibility to God, and of duty to the pupils of the Institution, as well as to the people of the State, has led the Board to peculiar efforts in the past year to improve, in every possible manner, the material accommodations and intellectual appliances of the Institution. More could be done, if larger means were placed at our disposal, but that which has been granted is used with wisdom, care and economy.

A course of instruction and training, which ranges from the alphabet to the classics; from the rudest essays with the needle to the best efforts for the expression of artistic ideas; which aims to teach an utterly ignorant and helpless child how to care for itself in all the relations of life; how to become self-supporting, useful and intelligently happy; and how to live here, so as to live happily forever; is the course pursued in the New York Institution for the Instruction of the Deaf and Dumb, and it is once more commended to the liberal

support of the State of New York. The continued efforts of the Directors will be to educate those committed to their charge, so that they will become useful men and women, good citizens, and a credit to the Institution and the State.

All of which is respectfully submitted,

In behalf of the Board of Directors.

ENOCH L. FANCHER,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## Report of the Principal.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—It is a source of gratification to be able to report that the Institution has, during the past year, ending September 30th, 1890, accomplished in an even higher degree than before, the work of preparing the deaf-mute wards of the State for usefulness and happiness.

The number under instruction has been males 234, females 116—a total of 350. Of these, 328 were in school during the academic year included between the 1st of September, 1889, and the 30th of August, 1890.

The number of teachers was sixteen, of whom two devoted their entire time to the systematic development of articulation and labiology, one made a specialty of drawing and applied art, and thirteen gave instruction in the English language and studies connected therewith. For results, I beg to refer you to the report of the committee that conducted the Annual Examination in June last.

It has been a matter of just pride that we have been able, since the year 1881, to confer upon our pupils, each according to his bent, skill in many well-selected trades, modified in many cases by special development on artistic lines, by means of which they are enabled to obtain positions capable of giving them support and even competence when they leave the Institution.

To secure, however, in anything like full measure, the benefits thus arising, presupposes a far greater and more difficult work, to which this mechanical training bears but an incidental though important relation, that of giving to the untutored deaf-mute a knowledge of the language of his country, and of converting him, by mental and moral education, from an irresponsible burthen upon society, into an intelligent and conscientious citizen.

That opinions on this, as well as every other subject, should differ, and in some cases be antagonistic, is an axiom that no student of human nature will dispute. The fundamental difference in views on the part of the majority of schools for the deaf, is between the principles

represented by the followers of the French De l'Epee, and of the German Heinicke, who flourished over 130 years ago. The one saw in the deaf-mute, a being upon whose intellectual development Nature had imposed conditions opposite to those enjoyed by the hearing person; the other believed that, notwithstanding his want of hearing, the conditions under which his education should be conducted should be the same. The one looked upon speech as a corollary of hearing, and upon the natural pictorial language of signs as a corollary of an original condition of deafness; the other looked upon speech as the fundamental basis of verbal language. The one made the language of signs the interpreter to the deaf-mute of the meaning of written words, and the facile instrument of enabling him to write sentences conveying a clearly conceived idea; the other taught him to speak the names of objects and afterward to write them, and slowly build up a spoken language in connection with daily self-interpreting circumstances, hampered, however, continually, by the difficulty of obtaining distinct utterance and of making speech easily recognizable by the eye. The one made free use of the medium suggested to the deaf-mute by his processes of mental vision, and used signs freely; the other repudiated and repressed this natural mode of expression. The one introduced him at once to the light; the other kept him in the background till he had, by plodding steps, reached the goal to which the other flew. The one followed Nature; the other coerced her. The principle is the same, if the deaf-mute is *confined* to the use of words and sentences spelled with a manual alphabet or simply given in writing.

The difference between the two systems lies solely in the employment or non-employment of the language of signs as an adjunct or intermediary. Both teach the meaning and use of words written and spoken. Both teach speech and speech-reading. But both do not permit the use of signs, through which the average deaf-mute can soonest and with certainty obtain the highest mental development of which he is capable.

The most striking illustration, perhaps, of the relation of signs to the education of the deaf-mute, as exemplified in this Institution, is afforded by a comparison between the manner in which a hearing person and a deaf-mute read respectively. The former attaches no meaning to what he sees on the printed page unless he associates a sound with each word in every line. Sound is to him the medium through which his knowledge of language has been obtained, and consequently, it alone has to him true significance. The deaf-mute, on the contrary, has no idea of sound, and though, parrot-like, he may repeat every word through artificially-acquired vocal speech, it breaks not the silence of his soul, and brings no comprehension to his mind.

Let him, however, associate with every word and phrase and sentence he reads, one or more distinct nature-given signs, and he recognizes at once its true meaning.

As signs have the same significant effect upon the eye of the deaf that sounds have upon the ear of the hearing, it follows that both sounds and signs practically perform the same function. They are only different forms of giving significant pronunciation to words.

As soon as our pupils are brought to such a knowledge of words and of the structure of language that intelligent reading is possible, they are encouraged to persist in it, because it brings verbal phraseology constantly before their minds, and makes them familiar with it as nothing else can do. If, out of recitation hours, they are at a loss for the meaning of a word, they make a note of it, which they afterward submit to their teacher, who gives them the manual sign, and with it the sense. They are especially encouraged to read their text-books through several times, as they would any other reading book, so that, besides obtaining the particular analytic instruction given in connection with their daily lessons, they gain noticeable familiarity with both the contents of the text book and the language in which they are conveyed.

Great attention is paid to the dictation of sentences by means of the manual alphabet, the pupils responding in concert, with a sign to each word or phrase as it is spelled, and receiving aid from the teacher when the meaning of any word is unknown to them. They then write the sentence simultaneously with chalk, on the large slates with which the walls of the class-rooms are lined.

In this way, phraseology appropriate to all the affairs of life is systematically poured in upon their minds. They become familiar with forms, words, phrases and idioms. Language becomes a second nature, and appeals to their minds practically in the same manner that it does to hearing persons; and the longer the process is continued, the more certain is it to transfer the deaf-mute from his condition as a foreigner, to that of one "to the manner born." All this is accompanied by practice in composition, a most useful form of which is keeping a daily journal of current events into which the pupil's own experience largely enters.

While, by these and other means, they are obtaining a knowledge of the English language, and of the studies pursued in common schools and academies, they each receive daily systematic instruction of not less than an hour, in vocal speech and speech-reading, and are brought, as far as their several ability makes it possible, to a point where they can not only pronounce audibly what they can write, but also recognize, on the lips, what is addressed to them in speech.

In this, we have already been very successful with many of our pupils, while all are approaching the point where speech can be safely substituted for the manual alphabet.

The relations between the alphabet of the tongue and the alphabet of the hand, are very marked. All phonetic utterance is merely a sort of vocal spelling with phonic letters, and when our pupils learn this principle, the intellectual difficulty vanishes, though the mechanical remains. I have prepared an exhaustive series of lessons, of which the phonic alphabet is the basis, and find that, by means thereof, we are able to accomplish more and more in this direction.

The most notable event of the year has been the holding of the Twelfth Convention of American Instructors of the Deaf, and First International Convention in America.

A multiplicity of details incident to making arrangements for a great and important gathering of specialists, involving visits to officials, extensive correspondence with individuals and with railroad companies, as well as personal preparation for my own part in the proceedings, closely occupied my time for weeks preceding.

The admirable condition into which the Superintendent, Mr. Brainerd, under the judicious direction and liberal authorization given to him by the Board, put the buildings and grounds; and the ample, tasteful, and delightful provision made for the accommodation and entertainment of the members of the largest Convention of Instructors of the Deaf ever held in this or any other country, were such that, when the convention met at three o'clock in the afternoon of Saturday, August 23d, there was a general expression of pleased anticipation of a peculiarly agreeable sojourn, under what was afterward declared to be as perfect hospitality as had ever been extended under similar circumstances. The co-operation of the matron and her devotion to the comfort of the guests, also contributed to the success of the occasion.

The convention was called to order by Dr. E. M. Gallaudet, Chairman of the Standing Committee, who read the call. Dr. Alexander Graham Bell, who by his experience in training deaf-mutes in articulation, was led to the invention of the telephone, was made temporary president. An address of welcome was then delivered by the Principal of this Institution. He was followed by Rev. Thomas Gallaudet, D.D., who in behalf of the Board of Directors, whom, by special appointment, he represented during the convention, made some eloquent and appropriate remarks. Responses were made by Mr. F. D. Clarke, formerly a teacher in this Institution, but now Principal of the State Institution in Arkansas, and by five others.

The Committee on permanent organization, appointed by Dr. Bell,

reported the names of Warring Wilkinson, L.H.D., the Principal of the California Institution, as permanent president, of five gentlemen representing the different parts of this country and the Dominion of Canada, as vice-presidents ; and of Messrs. Currier and Fox, of this Institution, and Mr. Cochrane, of Wisconsin, as permanent secretaries.

Dr. Wilkinson, in his opening remarks, spoke feelingly of his former connection as an instructor with the New York Institution, and paid a touching tribute to the late Dr. H. P. Peet. At the close of a three hours' session, within which a report was made by the Committee on Enrollment, and by the Committee on Business, stating the future order of proceedings, an adjournment was had till after supper, when the convention re-assembled for the reading of papers and discussion.

On Sunday, the 24th, I conducted, before the convention, a service in the same manner as is usual in this Institution, except that I gave the prayers, the reading of Scripture and the benediction, in signs and audible speech simultaneously. The sermon was preached in signs by Mr. David R. Tillinghast, formerly of this, but now of the North Carolina Institution, and was translated by me into speech, *pari passu*. The hymns, "Just as I am," and "Rock of Ages," were effectively rendered in signs by one of our choirs of female pupils, and were read at the same time by myself. Then followed a session of the convention in which the different methods of spending the Sabbath, and of giving religious instruction in the several institutions, were detailed and discussed.

On Monday, Tuesday and Wednesday, sessions were held morning, afternoon and evening, which, with the three sessions held on Saturday and Sunday, made twelve in all. The last session was occupied with the reading of obituaries of those who had died since the last convention, four years ago, among those particularly noticed being the late Hon. Erastus Brooks, who as a delegate from the New York Institution, had borne so prominent a part at the Convention in California ; and with the usual resolutions.

Then, at 9:45 o'clock, the same evening, Wednesday, the 27th of August, Dr. Wilkinson, after delivering a felicitous address, in which he reviewed the work that had been accomplished, pronounced the convention adjourned *sine die*.

Of the twelve conventions that have been entertained by State Institutions, the First was held in the New York Institution August 28-30, 1850 ; the Second, in Hartford, Conn., August 27-29, 1851 ; the Third, in Columbus, O., August 10-12, 1853 ; the Fourth, in Staunton, Va., August 13-15, 1856 ; the Fifth, in Jacksonville, Ill., August 11-13, 1858 ; the Sixth, in the National Deaf-Mute College, at Washington,



D. C., May 12-16, 1868 ; the Seventh, in Indianapolis, Ind., August 24-26, 1870 ; the Eighth, in Belleville, Ont., July 15-20, 1874 ; the Ninth, in Columbus, O., July 17-22, 1878 ; the Tenth, in Jacksonville, Ill., August 26-30, 1882 ; the Eleventh, in Berkeley, Cal., July 15-22, 1886 ; and the Twelfth, in the New York Institution, August 23-27, 1890.

Thus it will be seen that the Ohio Institution has entertained two conventions, the Illinois Institution, two, and our own two, the first and the last, at both of which I have been present, notwithstanding the interval of forty years, while the other conventions have been entertained once each by six separate institutions. The entire expense of the entertainment of the guests, the employment of stenographers and the publication of the proceedings, has been borne by the institutions where the conventions have been held.

It is a remarkable fact that, at the convention just held, six of the members were formerly teachers in this institution, and are now principals in different institutions, one is at the head of the Church Mission to Deaf-Mutes, and forty-two others, all of them deaf-mutes, have also been teachers here, and are most of them now actively engaged in the same work elsewhere. Of three of the deaf-mute gentlemen in attendance on the convention, who have been pupils and teachers in this institution, one is engaged in the Money Order Department of the New York Post Office, another in the Record Department of the New York Custom House, and the third in the Treasury Department of the General Government in Washington.

Among the subjects discussed at the recent convention, were the comparative advantages, first, of teaching the English language with the aid of signs, and relegating articulation to the position of a desirable *means of expressing* language thus learned, as is done in the schools that adopt the Combined System ; and, second, of teaching the English language primarily by and through articulation, and deducing the written form therefrom, *without* the use of signs. My own paper favored the former view, and was an elaborate attempt to set forth the true relations of the sign-language to the education of the deaf and dumb.

The majority of the members favored the use of the sign method, with instruction in articulation limited to selected pupils, but a large number coincided with the representatives of the New York Institution, in the sentiment that it should be taught to every pupil without discrimination, in proportion to his or her capacity.

A society, composed of both pure oralists and of advocates of the Combined System, was formed within the convention, to promote the teaching of articulation to all the deaf, and to create a public sentiment

in favor thereof. To this, when incorporated, Dr. A. Graham Bell, himself not a pure oralist, has promised a gift of \$25,000 in aid of the project.

In carrying out the views thus formulated, this institution, it is to be hoped, will, under your effective co-operation, take a leading position, through the demonstration it shall be able to make of what can be done in the way of teaching articulation, not to a part only, but to all of its pupils.

The progress made in the arts of design has reflected great credit upon Miss Gabriella Marie Le Prince, who has become the successor of her mother, Madame Sarah Elizabeth Le Prince.

An art still more practical in its relations to every-day life, has, within the last year, been introduced as an adjunct to the school. Two lessons a week have been given to thirty-five of our girls, and to five other members of our household, on the best methods of preparing food for the table, by Mrs. Alice D. Gillette, aided by Miss Luann C. Rice, of our regular corps of instructors. The instruction has been admirable, and its results, both direct and indirect, are likely to be in the highest degree beneficial.

#### ACKNOWLEDGMENTS.

To Hon. A. S. Draper, Superintendent of Public Instruction, and to Hon. John Connelly of the Assembly, and Hon. Eugene S. Ives of the Senate, special thanks are due for promoting the passage of a law, increasing the number of pupils that may be selected for an additional period of instruction, after the ordinary term of eight years for which State pupils are appointed, has expired, from 24 to 36, a law the necessity of which was fully represented in the last annual report of the Institution.

For the last three years, an exhibition has been given of our pupils, in the spring, in the Church of the Pilgrims, at the corner of Madison Avenue and 122d Street, at the instance of the pastor, Rev. Dr. Samuel H. Virgin, a prominent and sympathetic life member of this Institution.

The interest thus awakened in our work may be inferred from the fact that the offerings made on these occasions, and placed in my hands, to be used as benefactions to deaf-mutes, have amounted to \$284.17; of which \$100 has been given to the Gallaudet Home for Aged and Infirm Deaf-Mutes; \$70.83 has been expended in timely assistance, under peculiar circumstances, to graduates of the Institution; \$91.85 in expenses connected with these exhibitions, and in special benefits to individual pupils, for whom sufficient public or private

provision has not otherwise been made; and \$21.48 is still on hand.

For the sympathy and encouragement thus extended to the deaf, and to the Institution, we have abundant reason to be grateful.

Our thanks are further due, and are hereby tendered to the editors and proprietors of the following publications, which have been sent free to the Institution for the use and enjoyment of its inmates:

*Annual.*

Steven's Book List, London, England. (Ten copies.)

Sotheran's Current Literature, London, England.

*Monthly.*

Our Record, Buffalo, N. Y.

Texas Mute Ranger, Austin, Texas.

The Acorn, Winthrop Centre, Mass.

The Sheltering Arms, New York City.

The Child's Paper, New York City. (Fifteen copies.)

The Monthly Social, Council Bluffs, Iowa.

The Sunday School Journal, New York City.

The Pacific Banner, Winthrop Centre, Maine.

Appleton's Literary Bulletin, New York City.

Houghton and Mifflins' Literary Bulletin, Boston, Mass.

Dodd & Mead's New Publications, New York City.

*Semi-Monthly.*

Deaf-Mute Pelican, Baton Rouge, La.

Sunday School Advocate, New York City.

Maryland Bulletin, Frederick, Maryland. (Two copies.)

The Silent Observer, Knoxville, Tennessee.

Nebraska Mute Journal, Omaha, Nebraska.

*Weekly.*

Progress, New York City.

The Rome Register, Rome, N. Y.

Juvenile Ranger, Austin, Texas.

The Tablet, Romney, West Virginia.

The Utica Herald, Utica, N. Y.

Deaf-Mute Mirror, Flint, Michigan.

The Companion, Faribault, Minn.

The Silent World, Philadelphia, Pa.

The Mute's Chronicle, Columbus, Ohio.

The Wisconsin Times, Delavan, Wisconsin.

The Uptown Visitor, New York City.

The Kentucky Deaf-Mute, Danville, Ky.

The Messenger, Talladega, Alabama. (Two copies.)  
The Weekly State Gazette, Trenton, N. J.  
The New York Evangelist, New York City.  
The Weekly News, Berkeley, Cal. (Two copies.)  
The Deaf-Mute Voice, Jackson, Miss. (Two copies.)  
The Deaf-Mute Optic, Little Rock, Arkansas. (Two copies.)  
The Weekly Mail and Express, New York City.  
The Kansas Star, Olathe, Kansas. (Two copies.)  
The Deaf-Mute Index, Colorado Springs, Col. (Two copies.)  
The Goodson Gazette, Staunton, Va. (Two copies.)  
The Deaf-Mute Record, Fulton, Missouri.  
Our Little People, Rochester, N. Y. (Two copies.)  
The Deaf-Mutes' Journal, New York City. (Four copies.)

*Semi-Weekly.*

The Rome Sentinel, Rome, N. Y.  
The Newburgh Journal, Newburgh, N. Y.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1890.

## Report on the Annual Examination.

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JUNE, 1890.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

**GENTLEMEN:**—The Committee appointed to attend and conduct the Annual Examination of the pupils respectfully submits its report.

The inspection occupied the whole of Thursday, June 12th, commencing with devotional exercises in the chapel at half-past eight o'clock in the morning, and continuing, with an hour's intermission for dinner, till five in the afternoon.

The 328 pupils of the Institution were divided into nineteen classes, and these again were grouped into four grades or departments, viz: juvenile, intermediate, grammar and academic. In the work of examination, the Committee were ably assisted by Rev. F. H. Marling, D.D., who examined the High Classes, and by Rev. A. T. Colt, C. T. Catlin, Esq., John Stinson, Esq., and Miss Georgiana Swezey. To the lady and gentlemen above mentioned, the Committee expresses its obligations for their valuable co-operation, and their pleasing reports, copies of which are herewith appended.

When commencing the examination, the Committee were furnished by the Principal, with the following carefully prepared schedule giving the designation and standing of each class, with the total number of pupils, those present at the examination, and the names of the instructors:

## SCHEDULE OF CLASSES, JUNE 12, 1890.

## I.—MALES.

| Class. | TEACHERS.              | Standing.           | Under instruction during the year. | Present at the Examination. |
|--------|------------------------|---------------------|------------------------------------|-----------------------------|
| H. C.  | E. Henry Carrier.....  | 8 to 11 years ..... | 17                                 | 13                          |
| I.     | Thomas F. Fox.....     | 8 years.....        | 17                                 | 16                          |
| II.    | Walter B. Peet.....    | 7 years.....        | 16                                 | 15                          |
| III.   | Walter B. Peet.....    | 6 years.....        | 15                                 | 14                          |
| IV.    | Thomas F. Fox.....     | 5 years.....        | 16                                 | 14                          |
| V.     | Elizabeth M. Stryker.. | 4 years.....        | 18                                 | 18                          |
| VI.    | William G. Jones.....  | 3 years.....        | 19                                 | 18                          |
| VII.   | William G. Jones.....  | 2 years.....        | 16                                 | 16                          |
| VIII.  | Chester Q. Mann.....   | 1½ years.....       | 19                                 | 17                          |
| IX.    | Chester Q. Mann.....   | 1 to 10 mos.....    | 14                                 | 13                          |

## KINDERGARTEN.

(Children under 10 years.)

|     |                       |                        |     |     |
|-----|-----------------------|------------------------|-----|-----|
| I.  | Luann C. Rice.....    | 2 years.....           | 20  | 19  |
| II. | C. W. Van Tassell.... | 3 weeks to 1 year..... | 31  | 30  |
|     |                       |                        | 218 | 203 |

## II.—FEMALES.

|       |                       |                    |    |    |
|-------|-----------------------|--------------------|----|----|
| H. C. | Ida Montgomery.....   | 8 to 11 years..... | 17 | 16 |
| I.    | Ida Montgomery.....   | 7 years.....       | 17 | 16 |
| II.   | Myra L. Barrager..... | 5 and 6 years..... | 17 | 17 |
| III.  | Myra L. Barrager..... | 3 and 4 years..... | 18 | 18 |
| IV.   | Josephine L. Ensign.. | 2 years.....       | 16 | 15 |
| V.    | Josephine L. Ensign.. | 1 to 10 mos.....   | 24 | 23 |

## SPECIAL CLASS.

|                    |              |     |     |
|--------------------|--------------|-----|-----|
| Jane T. Meigs..... | 2 years..... | 1   | 1   |
|                    |              | 110 | 106 |

## RECAPITULATION.

| UNDER INSTRUCTION DURING THE YEAR. |     | PRESENT AT THE EXAMINATION. |     |
|------------------------------------|-----|-----------------------------|-----|
| Males,                             | 218 | Males,                      | 203 |
| Females,                           | 110 | Females,                    | 106 |
| Total,                             | 328 | Total,                      | 309 |

ARTICULATION AND LIP READING.

| TEACHERS.             | Under instruction during the year. |          |        | Present at the Examination. |          |        |
|-----------------------|------------------------------------|----------|--------|-----------------------------|----------|--------|
|                       | Males.                             | Females. | Total. | Males.                      | Females. | Total. |
| E. H. Currier.....    | 16                                 | 33       | 49     | 12                          | 31       | 43     |
| E. M. Stryker.....    | 18                                 |          | 18     | 18                          |          | 18     |
| Jane T. Meigs.....    | 68                                 | 75       | 143    | 64                          | 73       | 137    |
| Emily McAllister..... | 49                                 | 2        | 51     | 47                          | 2        | 49     |
| Walter B. Peet.....   | 31                                 |          | 31     | 29                          |          | 29     |
| Luann C. Rice.....    | 20                                 |          | 20     | 19                          |          | 19     |
|                       | 202                                | 110      | 312    | 189                         | 106      | 285    |

DRAWING.

Gabrielle Marie Le Prince... | 218 | 110 | 328 || 203 | 106 | 309

By direction of the Committee a series of questions suitable for each class had been prepared by the Principal. These questions covered the particular course of study of each class, and were so arranged as to determine the individual progress of each and every pupil examined. To these questions written replies were required, the younger pupils using the large slates, and the pupils in more advanced classes giving their answers on paper.

JUVENILE DEPARTMENT.

Included in this department, there were two classes of boys, fifty-one in number, under two teachers, having their school and living apartments at the Mansion House, and a class each of fourteen boys and twenty-four girls in the main school building, making a total of four classes and eighty-nine pupils. They were mostly little ones from six to ten years of age, whose nominal standing was from one to two years, though some had been under instruction three years, and others only as many weeks.

The method pursued with these pupils, is one specially designed by the Principal for beginners, and it is believed to be the best method of introducing them to a correct knowledge of the English language. The pupils having learned to distinguish and write the names of twelve objects, which comprise every letter in the alphabet, and their own names and ages, they are given a simple direction in writing, and this is followed by a question which they are taught to answer correctly. On

this principle, all forms of discourse are taught, the pupils being hardly conscious of any severe mental exercise. Objects form an important part of this drill, the exercises partaking much of the character of a game, into which the little ones enter with great zest, willing and anxious to show their proficiency. The salutary effects of this careful drill were very evident, especially in the classes of children under instruction a very short time—i.e., the two lowest classes, one of boys and the other of girls. Peet's Language Lessons formed the principal study in all these classes, with Peet's Scripture Lessons, and Arithmetic in the more advanced. In the examination of the boys at the Mansion House, the Committee availed themselves of the assistance of Rev. A. T. Colt, whose report we append in full.

“NEW YORK INSTITUTION FOR THE INSTRUCTION }  
OF THE DEAF AND DUMB, June 12, 1890. {

“ISAAC LEWIS PEET, LL.D. :

“MY DEAR SIR :—Whatever may be said about the “trials of the class room,” its joys and victories have been shown to-day in the examination, which it was my privilege to conduct at your invitation, among the primary pupils at the Mansion House. The boy youngest in standing of all, though only two weeks in the Institution, is surprisingly accurate in naming and identifying familiar objects. In the classes of Professor VanTassell, the boys of one year's standing showed, first of all, how well each knows his name and can respond to it. Their understanding of short sentences was proved by simple acts, involving also the idea of number, performed at the teacher's request, and recorded by every member of the class in perfectly legible blackboard writing. Their familiarity with numbers within one hundred was also demonstrated.

“A special pupil, whose progress will interest all the Institution's friends—Orris Benson, by name—has shown the success achieved within eight months. Prevented by total blindness from learning with the others, he has surmounted many difficulties, and the foundation of his education has already been well laid. He showed a good acquaintance with the manual alphabet, with fundamental signs, and single numbers. His examination brought out several new ideas of his own deduction, such, for instance, as a certain cap described by him as *his* cap; he condemned a mentioned rat as a *bad* rat; and he described the half-protected head of a visiting gentleman, as a place from which *the hair had been pulled*. Indeed these pupils' work has been of absorbing interest, and it might easily elicit more extended report.

“The afternoon session was devoted to scholars somewhat more advanced, who are in the care of Miss Rice. Their first exercise gave knowledge of a good vocabulary of nouns and pronouns, with verbs in the present and past tenses. While a single boy wrote the past tense of the verb *hit* as *hot*, yet these slips were so few as to be remembered, and the general rule was accuracy almost complete. A ready comprehension of new ideas was shown by the boys describing, for the first time, the true colors of a bouquet of leaves and roses, which was then before them. The handwriting was always clear, often beautiful. Proficiency in your Book of Scripture Lessons gave a good elementary knowledge of several Bible characters. The pupils wrote from memory, upon request, the Fifth and the Eighth Commandments—one adding the child's rhythmic version of the former: “Give both thy parents



honor due." New work derived from past studies showed the originality of several pupils, notably when they were writing about such phases of boy life as ball-playing and swimming. The work in arithmetic equalled that of hearing children of their average age and origin, and in fine, the key-note of the day has been the proven conquest of opposing difficulties.

" Respectfully submitted,  
" ANSON T. COLT."

The little girls showed up equally well, their good effect of the system pursued being evident in the quickness of apprehension, with which they performed the directions given, while their bright and natural ways indicated that future instruction upon the foundation already laid, would bring forth desirable results in bright and attractive young women.

Another class *sui generis*, but usually graded with the juvenile department, is one composed of nineteen boys and youth, of ages ranging from twelve to twenty-five. Their standing was anywhere from one to five years, being those who had either been kept from school till mature life, or had been so retarded in mental development, through sickness and natural disability, as to prevent their advance with the regular classes. Pupils of this character are generally unpromising subjects; still, efforts are made to teach them to converse in signs, and in this way to develop their ideas and faculties. Some had learned to write the names of a few objects; others had learned to spell a few words; others, still, to write simple sentences. But all had become able to converse in signs, not only on necessary subjects concerning their daily wants and experiences, but, also, to understand explanations, in signs, of the letters they receive from anxious relatives and friends.

#### INTERMEDIATE DEPARTMENT.

In the Intermediate Department, there were four classes of male pupils, with an aggregate of sixty-nine pupils, and two classes of females, containing thirty-four pupils; making a total of six classes and one hundred and three pupils.

The classes of boys were taught by male teachers, and those of the girls by teachers of their own sex. The standing of the classes varied from one and a half to five years. The text-books prescribed for the various classes, advancing upward, were: Peet's Course of Instruction, Part III., History of Man; Monteith's First Lessons in Geography; Harper's Introductory Geography; Goodrich's History of the United States; Peet's History of the United States; Thomson's First Lessons in Arithmetic; General Exercises in Language; Peet's Exercises on the Verb; Penmanship; Peet's Scripture Lessons; Biblical Selections; Catechism, and Sacred Hymns.

In the work of each of these classes, there was abundant evidence that these branches had been systematically pursued, and yet there was a pleasing variety in the exercises of the different classes. Each teacher, within certain limits, exercised his or her own judgment with each particular class, as to the manner in which the object in view—the acquisition of language—could best be attained. The usual mode of procedure is to require the pupils to write from dictation by the manual alphabet, and then, to insure their comprehension of what has been dictated, they are further required to give the sign for each word so dictated, and, in addition to that, to give their own comprehension of the full sentence or passage. In this manner the teacher is enabled to discover how far he is understood, and to give special explanation and illustration of language where necessary. From the nature of the case, the reasoning faculties of deaf-mutes are of comparatively slow development; consequently, this class of exercises subserves a double purpose in fixing the forms of language and fostering independent thought in the pupils, which forms an important item of their education.

A thorough examination of the six classes in this department, exhibited a marked and regular progression in studies and mental development, from the lowest to the highest, a progression that proved that a lasting foundation was being laid, upon which to base future instruction. Indeed, the general impression produced on us by both the method and means of instruction, was that of thorough and effective work by the instructors, and careful oversight by the Principal.

#### GRAMMAR DEPARTMENT.

The Grammar Department contained eighty-two pupils, distributed in five classes, three of which were formed of boys, and two of girls. Their standing included two classes of six years, two of seven, and one of eight. In the instruction of the pupils in these classes, particular attention had been given to the use of language in accordance with grammatical forms. A system of grammatical symbols devised by the Principal, was used to simplify the parts of speech, and to illustrate grammatical relations in the construction of phrases and sentences. By means of these symbols, the parts of speech, and their relations to each other, are so clearly illustrated to the eye, that the mind of the pupil readily grasps a subject, otherwise, beyond its comprehension, but an ignorance of which lies at the root of the faulty use of language. Not having the ear to guide, it is necessary to supply symbols, which being readily remembered, form an invaluable aid to the acquisition of language.

In the grammar test, some of these symbols were placed on the slates

to indicate sentences composed of a pronoun in either of the three persons, singular number and nominative case, followed by the verb *to be* in the present indicative, and this followed by an adverb or adverbial phrase. They proved their ability to distinguish the parts of speech by placing appropriate words under given symbols, and in most instances supplied the proper symbols for the sentences presented. Aside from this special drill in grammar, the course of study in this department might be called an expansion of that pursued in the Intermediate, the branches taught being the same, with a few omissions and additions. In geography, the text books used were Mitchell's New Primary, Mitchell's New Intermediate, McNally's and Harper's School Geographies. In United States History, Goodrich's, Monteith's, Eggleston's, and Higginson's were used. Thomson's First Lessons, Eaton's Common School, and Thomson's Complete Graded, form the text books in Arithmetic.

A number of the pupils in the two most advanced classes of this grade were to graduate, and several of them were to be considered as candidates for admission to the High Class. Consequently, in addition to the other branches mentioned, they studied Hutchinson's Physiology, Cocker's Government of the United States, English Composition, Natural Philosophy, and Book-keeping.

The examination papers of the pupils in these five classes, showed a clear comprehension of the subjects in which they were examined. In replying to questions on subjects outside of their studies—questions on current topics and events of the year—some of them gave evidence of being well-informed, while the diversity of comments and opinions spoke well for the training their reasoning powers were receiving. Yet, in several instances, there was a noticeable inclination to transpose words and phrases from their proper order, and this disposition was rather more conspicuous than in the lower grades. This appears to result from the more difficult character of the studies pursued, and the abstruse form of the ideas seeking expression. As the vocabulary of a deaf-mute increases, he seeks a wider range of expression, and this greater freedom frequently leads, whenever the pupil gets out of his depth, to unidiomatic forms of language. Practice, however, under the watchful eye of the teacher, seldom fails to overcome this peculiarity so common to all learners of a foreign tongue. This slight disparity in language was more than counterbalanced by their proficiency in their studies, while the real progress they had already made towards a complete mastery of language, augured well for their future success in this important branch.

#### ACADEMIC DEPARTMENT.

The most advanced classes in the Institution, the two High Classes,

the males under the instruction of Mr. E. Henry Currier, and the females under Miss Ida Montgomery, comprised this department. It embraced the better portion of those pupils selected for an additional term of three years, and contained thirty-four young men and women, with a standing of from eight to eleven years. The special report of Rev. Dr. Marling, who examined these classes, is herewith appended :

*"To Isaac Lewis Peet, LL.D., Principal, New York Institution for the Instruction of the Deaf and Dumb.*

"MY DEAR SIR :—In response to your invitation, I spent the morning of the 12th inst. with the Male and Female High Classes, while their examinations were in progress. Messrs. J. Hood Wright and A. T. Brown, of the Board of Directors, were also in attendance. The examinations were conducted chiefly by Mr. E. H. Currier and Miss Ida Montgomery (herself a deaf-mute), the teachers of the respective classes, from whom I received every courtesy and assistance.

"As this was my first visit to the Institution, I was struck with the excellent accommodations provided for the classes, in the spacious, lofty, well-lighted and well-ventilated rooms of the school building.

"With still more satisfaction, I marked the good order and discipline prevailing, and the evident confidence and freedom of the intercourse between the scholars and the teachers. Evidently, the instructors feel a deep personal interest in their classes and their work.

"It is but a general view of the work of such an institution, that can be taken by an examiner from outside in a visit of three hours. The academical standing of the pupils is fitly decided by the regular teaching staff. But some papers written on examination day, and others produced in the regular course of study, were put into my hands, from which, in connection with answers to questions on the spot, a good idea could be formed of the method and range of the teaching and of the progress of the scholars.

"These two High Classes had about fifteen members present in each room, their ages varying from 16 to 21 years, and their periods of instruction from 8 to 11 years. I was hardly prepared to find the course of study so wide and so advanced.

"In the Male Department, the following is the list of studies:

English Composition.—The special work of the year.  
Arithmetic.—Common and Decimal Fractions.

United States History.—Twenty-six Chapters, Eggleston's.

English History.—Anderson's.

Medieval Learning and Arts,

Continental Literature,

Miscellaneous Questions,

Historical Questions,

Moral Science.

Grammatical Symbols.—Peet's Development of the verb.

Sign Recitation and Speech Recitations.

Bert's Science Primer.—One hundred and one pages.

Selections for memorizing from the Bible and from Hymns compiled for the use of the pupils by the Principal.

Lip Reading.

Drawing.—One hour a week by Miss Le Prince, since her appointment, about four months ago.

“And in the Female Department, these :

History.—Eggleston's History of the United States and its People—Chapters I to XIX.

Primer of Scientific Knowledge.—Paul Bert, Pages 1-115—Man, Animals and Plants.

Arithmetic.—Addition, Subtraction and Multiplication of Fractions.

Mythology.—A Few Lessons.

Proverbs.—Reviewed.

Bible.—St. Matthew V. and VI. Individual selections on the following subjects :—Prayer, Forgiveness, Wisdom, Lying, Purity, Patience, Food, The New Year, Sincerity, Work, Good Friday, Palm Sunday.

Hymns.—Twenty-Two.

Articulation.—One hour a day by Mr. Currier.

Drawing.—One hour a week by Miss Le Prince.

Cooking.—Four hours a week by Mrs. Gillette.

Type-writing.—By all.

“These young people suffer from having, ‘Wisdom at one entrance quite shut out.’ In their ‘Town of Mansoul,’ ‘Ear-Gate’ is closed up by a solid wall. And though “Eye-Gate” is very wide open, and the absorption of all that comes that way is wonderfully rapid and ravenous, the work of both teachers and scholars must be constantly impeded by their being confined to one channel for ideas, instead of the two ordinarily possessed. When neither ear nor tongue can give any help, the time and labour required must be almost doubled.

“The attainments made, in spite if these drawbacks, seemed to me very highly creditable to those who impart and to those who receive instruction. In most cases, the *hand-writing* was remarkably good, even under the pressure of examination. So was the *spelling*, and even the *punctuation*. Such papers as had been written beforehand, would compare favorably in the whole style of their composition, with

those of 'hearing people' of the same age. In those written on examination day, there were frequent instances of the quaint and odd terms of expression familiar to those who have to do with deaf-mutes, and of their peculiar use of *prepositions*. But some, even of these answers, were correct and pure, and even graceful in style.

"I wondered the less at the high standard thus reached, when I learned that all the young men had been trained in *type-setting*, and the young women in *type-writing*, occupations peculiarly suited to their condition.

"There seems to be a greater difficulty in mastering studies requiring *abstract thought*, than such as present subjects in a *concrete* form.

"Time failed for any exercises in lip-reading and articulation, and for inspecting the work of the Art Department, or the Industrial Branches that are wisely included in the full course.

"But one deeply interesting feature in the examination was the repetition, in the sign-language, by the whole female High Class in concert, of the hymns, 'Just as I am,' and 'Nearer, my God, to thee' It is in this way that hymns are used in the regular silent worship of the Institution, with as near an approach as possible to the vocal singing of an ordinary congregation.

"Part of the examination consisted in the writing, from memory, of each scholar's favorite hymn, and the text of Scripture which they specially liked to call to mind. The choices were various, though the beatitudes were most frequently cited. The exactitude of quotation was far above the average of what we hear in the speaking world.

"In illustration of these general remarks, I cite a few of the answers written during the examination.

"One of the 'Letters to the Examiner,' with which the proceedings of the morning opened, read as follows :

DEAR SIR:—We have, as you may well believe, been waiting for the day of our examination, as well as for our vacation, which commences in a few days.

If I recollect right, we began getting ready for our examination when the grass began to turn green and the flowers to open. You have come solely for the purpose of asking questions for us to answer. It is, as every sensible individual under the sun knows, far easier to ask questions than to answer them, you know. Yet we have been studying, and are, therefore, as a rule, expected to be able to answer, with exactness and accuracy, whatever questions you may ask us. If we fail to answer any questions, no one but ourselves will be responsible for it. Everybody, it seems to me, likes to examine but not to be examined.

"On English History a young man gives this answer :

Q.—Give a sketch of Alfred the Great, his reforms, laws, etc., and contrast the condition of the country on his accession, with the condition at his death.

*Ans.*—The most eminent of the Saxon kings was Alfred the Great, who was the most virtuous of all the kings that ever reigned. He was conquered by the Danes, and fled from the victorious invaders to a place of safety in great fear. At length he got up another strong army, and in the disguise of a peasant, boldly walked into the camp of the Danes, and at once his army were upon the Danes, and he gained a complete victory and returned to his home. He improved the laws of the kingdom in a brilliant manner, and founded the University of Oxford, which is one of England's greatest colleges at this time. The condition of the country at this time was good, Alfred ruling with much strictness and severity, and at his death the country was again invaded by the Danes, and there was much disorder. It might have been better had Alfred lived a little longer.

“Under American History, we quote from a member of the Female Class, who proves herself to be by no means “ignorant” :

*Q.*—Could you have had your choice, at what period of the early time in America would you have preferred to live, and why? (From 1492–1776.)

*Ans.*—Between 1774 and 1776, because I could have heard Patrick Henry speaking. If I had lived at that time, perhaps I should not have been a poor ignorant deaf and dumb girl, but I confess I would prefer to live at the present time, and it is better than any from the discovery of America to the great Civil War, because there were not as many good conveniences as at the present time, although a proverb says : “The golden age never was the present age.” But I do not believe that, because the present age is a good time. “Thank the stars” that I did not live at the time of the landing of the Pilgrim Fathers in New England, or during the time of the Revolutionary War. These two times there were plenty of hardships. I should have been afraid if I had lived during the settlement of Jamestown or Plymouth, because perhaps the Indians would have scalped my head. Our forefathers lived in a different world. In this country the people are inventive, because they have to find out how to do things that they have never seen any body do before. I think the Americans are the most inventive people in the world. More inventions of great importance have been made in the life-time of people now living than in all ages before.

“Another thus shows her opinion :

“The golden age” is the present age, the old saw to the contrary, notwithstanding. But if it had been decreed that I must live before the present time, I should have preferred to live in the days when American Independence was born—between 1774 and 1776. It was a time of great events, a time that called forth all that was noblest and best in Americans, and revealed many characters whose greatness and strength were unknown or unappreciated before. I should have wished to hear the reading of that grand old paper, the Declaration of Independence, and have felt my heart burn within me at the thought that we were to have a country of our own and enjoy the blessed

fruits of liberty, equality, fraternity. No one living in that time, who heard those splendid patriots, Patrick Henry, Samuel Adams, Jefferson and others, could have resisted the magnetic influence. Men became *men* and *patriots*. It would have been a joy to assist in the preparations for the struggle, even knowing the cost of it.

However, I am glad and grateful to live in the present time, when art, science, literature, all, are at their highest."

*Q.*—What can you remember of the early colonial life, houses, furniture, food, clothing, means of travel, education, amusements, etc. ?

*Ans.*—Our forefathers knew little of the conveniences of the present day. At first, they lived in rude huts until they had time to build houses. Their implements were poor and scanty, and there was no machinery, so their houses were of logs sometimes split to give a smooth inside. Oiled paper was used in place of glass, and the chinks were filled up as well as possible. Carpets were unknown, even in England, at that time. In the colonies, the floor of the best room was strewn with sand marked out in ornamental figures. Rough benches and tables were used, except in the houses of the rich, who had stately furniture brought from England. Food was brought to the table on wooden trenchers, and blocks of wood served as plates. There were no forks; meat was cut into pieces with a knife, and as "fingers were made before forks," they were used instead. The food was plain and simple. A mug of home-brewed beer with bread and cheese, formed the breakfast, or a porridge of beans, etc. More beer and spirits were consumed, in proportion to the population, in those days than in these. Weddings and funerals alike were made the occasions of feasting and drinking. The rich people made great display in their costumes, wearing quantities of lace, buckles and embroidery. The workmen wore leather or deer-skin breeches. The linen and wool was all spun and woven by the women, and the spinning wheel was always in use. There were no good roads. Travel on horseback was the common mode of travel, or if easier, by little boats called shallops, or canoes. Schools were few and poor. The colonists had to work hard to live in this new country, and the most that the boys learned was to read, write and cast accounts. The girls seldom learned to read or write, and if they did, they were considered very accomplished. But after a while the means increased, and education became thought of more highly. We read of a college planned for the Indians! In New England, militia trainings were the chief amusements, besides weddings and occasional festivals, corn-huskings, quilting and apple bees. In the South, horse-racing and cock-fighting were popular. The tastes were not very refined in those days. The laws of New England were very strict, especially those on Sabbath breaking. People were not allowed to go out in the fresh air, except to walk or ride to church on Sunday. Lying, swearing and gossip, were forbidden, and the punishments were severe for these offences. We call these laws of New England the "Blue Laws."

"Under the head of Moral Science, I quote these two answers :

*Q.*—How can you improve or injure your conscience ?



*Ans.*—By properly using it, I can improve it, but if I improperly use it, I can't improve it, but injure it, of course.

*Q.*—What facts prove that natural religion is defective and insufficient to lead mankind to virtue and happiness?

*Ans.*—One fact; if natural religion were sufficient to lead mankind to virtue and happiness, God would not have made Jesus Christ preach. Jesus' preaching was not of natural religion. Another fact; men often form very different ideas against what is true, while they are never taught the Word of God.

“The following are specimens of what was said on ‘Medieval Learning and Art’:

*Q.*—When did Haroun al Raschid live?

*Ans.*—He lived in the eighth century, and was a contemporary of Charlemagne.

*Q.*—When did the Arabian Nights' Entertainments become known in Europe?

*Ans.*—They were first known under a French translation by M. Galland, 1794, but the best translation is the English one, executed by Dr. Edward Lane, and published in 1839.

*Q.*—Who were the saints of the Middle Ages?

*Ans.*—They were persons distinguished for an ardent spirit of devotion, as well as for their labors as Christian missionaries; for example, St. Augustine, St. Basil, St. Benedict, St. Anthony the Great, St. Martin of Tours, St. Francis of Assissi, and St. Anthony of Padua.

*Q.*—Explain the nature of Astrology.

*Ans.*—It was the delusive art of divining the fortune of individuals from the position of the heavenly bodies at their birth. The term “Astrology,” is from the Greek, and signifies the knowledge of stars.

*Q.*—What nations were believed to be proficient in Astrology.

*Ans.*—The Egyptians, Chinese, Hindus, Chaldeans and the Arabians, from the thirteenth to the fourteenth century.

“In the department of ‘Science,’ a number of admirable papers were written on the human skeleton, but they are too long for quotation. These brief answers must suffice.

*Q.*—What are ligaments?

*Ans.*—They are the small tendons, which connect the muscles to the bones.

*Q.*—How many groups of invertebrates are there, and what are the characteristics of each?

*Ans.*—There are three—Annulates, Mollusks and Zoophytes. The Annulates are animals with bodies formed of rings, such as milipeds, worms and insects.

Mollusks are animals with a shell covering, such as the cray-fish, crab, clam, muscle and oyster.

Zoophytes are animals that resemble plants, and live in the water, such as the star-fish, sponge and jelly-fish.

*Q.*—Into what two great classes are animals divided? To which class do you belong? Why?

*Ans.*—Vertebrates and invertebrates. I belong to vertebrates, because I have bones and red blood.

*Q.*—To which does a worm belong? Why? Name some members of each class.

*Ans.*—Worms belong to the invertebrates, because they have no bones, no "vertebrate," and no red blood. Beetle, bee, fly, butterfly.

*Q.*—What are the characteristics of birds?

*Ans.*—Birds have a beak, feathers, two legs, two wings, three lids, and two auditory tubes, without external ears. They lay eggs.

*Q.*—What are the characteristics of invertebrates?

*Ans.*—Invertebrates have no bones nor red blood.

*Q.*—Mention some useful insects.

*Ans.*—Bees and silk-worms.

"The young ladies' answers to the question, 'Which is your favorite flower?' are interesting. One says :—

It is hard for me to choose which flower I like best. I think that I love and admire the pansy best of all, because its different colors are beautiful, and its petals are like velvet. It is the emblem of peace. It is often called the "heart's ease." There are some books called the "pansy books," which are named after it.

"But the majority select the rose. Here are some reasons given :—

The rose, the Queen of Flowers, is my choice, for what flower could excel the rose in its exquisite beauty and sweet fragrance? It is the commonest of flowers and the most beautiful. It has a very interesting history. It was consecrated to Venus, and in ancient times was the emblem of joy, and at the festivals of Comus, this god was always crowned with a garland of roses. The rose was also the emblem of silence, and at entertainments in ancient times, a rose pinned against the wall meant that what was said in the room should not go out. Thus came the expression, "under the rose" or "*sub rosa*." A legend also tells how a rose came to have thorns. One day Cupid saw a bee sipping honey in a rose : he thought he would also sip, but the bee gave him a sting, and going to his mother Venus, he told her his mishap, and Venus determined to avenge her beautiful boy and prevent a similar accident, and she did it by surrounding the rose with thorns. All the poets have immortalized the rose in poetry. I will quote extracts from Scott and Thomas Moore :—

"The rose is fairest when 'tis budding new,  
And hope is brightest when it dawns from fears ;  
The rose is sweetest, washed with morning dew,  
And love is loveliest when embalmed in tears."

" 'Tis the last rose of Summer,  
Left blooming alone."

The rose belongs to the family of *Rosaceæ*, and has five petals,

stamens, pistils, and a calyx. The petals are brilliant red and yellow, pink and white. I prefer the red rose, for it is the most beautiful, I think. In the language of flowers, it is the emblem of love and constancy.

"These two answers are by a member of the male class :—

*Q.*—How did the science of chemistry originate?

*Ans.*—It originated in the vain pursuits of the alchemists, who, while engaged in their secret experiments with retorts and crucibles, made many valuable and real chemical discoveries, and founded the science of chemistry.

*Q.*—What were occult arts?

*Ans.*—They were hidden or secret arts : the term *occult*, from the Latin, signifies "concealed." The ancients practiced various arts of this kind, such as divination, or fortune-telling, necromancy, alchemy and astrology.

"The imaginary letters written by different young men, in the character of a fellow-colonist with Captain John Smith, in Virginia, were very interesting, as exhibiting the individuality of the writers, and their grasp of the condition of things at that period.

"The exercises in Arithmetic, in both classes, were in general worked out correctly. Two specimens are given, the first from the Male Class, the second from the Female :—

I.

Reduce the following fractions to their lowest terms :

$$1. \quad \frac{36}{84} : - 2 \left| \frac{36}{84} \right| 2 \left| \frac{18}{42} \right| 3 \left| \frac{9}{21} \right| \frac{3}{7} \quad \text{Ans.}$$

$$2. \quad \frac{811}{1116} = \frac{811}{1116} \quad \text{Ans.}$$

$$3. \quad \frac{123}{456} : - 3 \left| \frac{123}{456} \right| \frac{41}{152} \quad \text{Ans.}$$

Reduce to mixed numbers :

$$4. \quad \frac{167}{15} : - 15 ) \frac{167}{15} ( 11 \frac{2}{15} \quad \text{Ans.}$$

$$\begin{array}{r} 17 \\ 15 \\ \hline 2 \end{array}$$



"It would be easy and interesting to prolong these quotations, but enough have been given to show the quality of the examination papers, and to indicate with what mental furnishing these afflicted young people are sent out into the world.

"When one remembers what a terrible blank, life was to the deaf and dumb up to less than a century ago, the heart is filled with thankfulness and joy in witnessing what has been done for them by the long labor of inventive intellects and Christ-like philanthropy. Their losses are still very great, but their voiceless world is wonderfully brightened by such advantages as are here placed within their reach.

"Many years ago, in Canada, I met with pupils of this Institution who remembered it with warm affection. It has become the parent of many other such schools, and is itself abundantly worthy of the confidence of the people and the support of the Empire State.

"F. H. MARLING."

"NEW YORK, June 17, 1890."

#### ART.

Instruction in drawing was given to every class one hour each week. There were, consequently, under instruction in this department, 218 males and 110 females, the whole number of pupils in the school. Aside from the weekly class work, there were a number of daily pupils who spent three hours each day in the art studio. The work and progress in this branch was examined and approved by Jno. W. Stinson, Esq., Superintendent of the New York Institution for Art Artisans.

#### ARTICULATION AND LIP-READING.

During the year, special attention has been given to Articulation and Lip-Reading, and as will be observed from the schedule of classification, of the 328 pupils under instruction during the year, 312 were instructed in these branches by six teachers. An hour daily was devoted to this exercise in every class in the school. The basis of instruction has been a phonic alphabet, which has been made so familiar by a system specially devised by the Principal, that reading the lips becomes a matter of simple drill on the part of the pupils, who master this alphabet almost as readily as they do the manual alphabet. Many of the pupils have also acquired the ability to articulate not only single letters, but words and short, easy sentences. While all the pupils read the lips with tolerable facility, and many speak more or less distinctly, all have not yet obtained the proficiency which is hoped for, and which it is expected future training may bring. Consider-

able difficulty arises in making pupils comprehend the meaning of words and sentences spoken to them, and it is here that the manual alphabet and signs are a great aid and assistance.

The general result of the examination in this department may be inferred from the following letter of Charles T. Catlin, Esq., who examined a portion of the classes :—

“48 FIRST PLACE, BROOKLYN, N. Y., June 16, 1890.

“MY DEAR DR. PEET:—Let me take this occasion to express the great interest and enjoyment with which I witnessed Miss McAllister's examination of the classes in ‘Articulation’ under her charge.

“The earnestness and thorough fidelity of the teacher were very clearly and admirably brought out in the quick and intelligent responses of the little scholars, and the advance of many of the pupils in the power of vocal expression was marvelous and gratifying.

“I was equally interested in the classes of the higher grades, whose examination I saw in part, and recall with special pleasure the excellent work I witnessed in the class to which Mr. Carrier so kindly invited me.

“I hope Commencement will go off very delightfully for all concerned, and regret exceedingly that I can not be with you.

“Very sincerely,

“CHAS. T. CATLIN.”

## CLOSING EXERCISES.

Commencement Day exercises were held in the chapel on Tuesday, June 17th, at eleven o'clock A.M., before a large and interested audience of directors, teachers and officers of the Institution, and of friends and relatives of the pupils. The following was the

### PROGRAMME :

#### I. PRAYER.

#### II. ADDRESS BY THE FIRST VICE-PRESIDENT, REV. CHAS. A. STODDARD, D.D.

#### III. REPORTS OF COMMITTEES.

1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
2. Special Report on the Examination of the High Class, by REV. F. H. MARLING, D.D.
3. Special Report on the Examination of the Department of Art.
4. Special Report on the Examination of the Primary Department, by REV. ANSON T. COLT.

#### IV. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISAAC LEWIS PEET, LL.D.

1. Salutatory Address, by William Coombs.
2. Time Sketching, by students in the Department of Art.
3. Impromptu compositions on subjects suggested by the audience, by pupils connected with the High Class.

4. Elementary exercises by seven children 9 1-2 months under instruction, including Orris Benson, a blind deaf-mute.
  5. Essay, "Nil Desperandum," by Catherine Logue.
  6. Dialogue in Signs, between Martin V. Schleich and Herman Lamm.
  7. Essay, "What girls ought to learn," by Catherine Keefe.
  8. Lip-Reading and Articulation, by semi-mutes.
  9. Oral Dialogue, between Johanna Zettel and Edward Rappholdt—deaf from infancy.
  10. Portia's Appeal, recited in signs, by Margaret A. Boyd.
  11. Hymn, "Nearer, my God, to Thee," in concerted signs, by a choir of girls.
  12. Valedictory Oration, by Frederick Willis Baars.
- V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS, AND PRIZES.
- VI. DOXOLOGY IN CONCERTED SIGNS.
- VII. BENEDICTION.

Following the order of the programme, the literary exercises by the pupils were opened by William Coombs with the

#### SALUTATORY ADDRESS.

*Ladies and Gentlemen:*—We, the Class of '90, bid you all welcome to the Institution to-day. Another school year has passed, and we are now called upon to go forth into the world, where the chief aim of our after-life will be to bring into practice what we have learned while here.

Whenever we doubt the possibility of accomplishing any task, we, naturally enough, take but little interest in such performance, but when, through education, what was once considered impossible, is brought to our notice, it becomes more and more within the grasp of our minds, and our interest increases accordingly. Thus has it been with the Institution. When it was established in 1818, it did not receive much encouragement, as it was then generally considered a waste of time to make attempts to educate deaf-mute children. To-day we are gratified at the change of public sentiment, as proven by so large an attendance, and we trust that all those who have come to witness the exercises of our Commencement Day, will be pleased with the evidence of what has been done in spite of physical infirmities. The various steps in the system of instruction of deaf-mutes in vogue at this school will, in a few minutes, be brought to your notice, and after this, we trust you will be able to form a better and more just conception of the silent community. The system, as pursued here, known as the Combined System, is considered the best in the world, and is even more comprehensive than it was seventy-two years ago. Hoping that our closing exercises will excite in you all, a deep interest in the work of the Institution, as the representative of the graduating class, I bid you all a hearty welcome.

This was followed by an essay by Catherine Logue, entitled

#### NIL DESPERANDUM.

*Nil Desperandum* is a good and helpful motto for people. It will surely lead us to a successful and prosperous life, if we constantly lean on hope and strive with earnest hearts.

When pain and affliction come to us, we should never let despair overcome us, but march onward with courage and bravery.

Louisa M. Alcott, the brilliant author of "Little Women," was very imaginative, and at sixteen she wrote a book entitled, "Flower Fables," but it was not published till six years later, and, then being florid in style, did not bring her any fame, but she kept on writing, and tried again and again. She would not despair, and this proves clearly that she had great perseverance and worked with a cheerful heart.

The famous poet Milton says: "I would not despair the greatest design that could be attempted."

A celebrated artist, Elizabeth Thompson Butler, while young, studied drawing and painting, in which she took great pleasure. She always rose early that she might hasten to her beloved labor. While she was in England, a painting on which she had worked a long time, was offered to the Royal Academy and rejected, but it did not discourage her. She resolutely went on working steadily, and won remarkable fame by her constant labor and attention to details. Had she not been persevering, she would have given way to despair.

There are quite a number of great men, who, in their youthful days made up their minds to climb up the hill of fame, and refused to give up to *despair*. They succeeded, and their names are glorious.

Abraham Lincoln, when a boy, was poverty stricken, but had a brave heart. He took great pains in doing the best he could, and he embraced every opportunity for reading interesting books, for he was anxious to acquire knowledge, and, deaf as we are, we have not more obstacles in our pathway than he had. He kept on trying, and became the greatest of Americans. In the darkest hours of the Civil War he never gave way to despair, and as a result of his brave hopefulness we are now a glorious and united nation.

When trouble comes, it is better to bear up bravely and strive against misfortune with all our might, than to weakly sit down and bewail our fate.

This world is full of distress and grief which often cause some of the people to despair, and it is a great mistake.

I believe we should all despair if there were no God who shows much care for us. We should hold fast to the faith in our Lord, and if we



trust Him, He will keep us, and we are safe when we are by Him led. At last, when earth's trials are over, we shall dwell with our Saviour forever, and despair shall be conquered at last.

An old writer says, "Never despair of God's blessings here or of his reward hereafter."

When we see our neighbors in distress, or suffering grief, it is our duty to comfort them to the best of our ability, and say kind words to them. It is a blessed thing to say to them, "*Nil Desperandum.*"

Here is a beautiful bit of poetry:

"A sacred burden is the life you bear;  
Look on it, lift it, bear it solemnly,  
Stand up, and walk beneath it steadfastly,  
Fail not for sorrow, falter not for sin,  
But onward, upward, till the goal you win."

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The next essay was by Catharine Keefe on

#### WHAT GIRLS OUGHT TO LEARN.

"A woman's work is never done," is an old saying. This shows how much we have to learn yet, so that we may live wisely and well and make ourselves useful women.

Cooking is one of the most useful accomplishments, and every girl ought to be a skilful cook. Well cooked food sustains life, and keeps people in good health. We can live without books and many other things, but a civilized man is a cooking animal. All women, even old maids, may sometimes have to take care of children and of the sick. Therefore, they should know how to prepare food. Good food is better than medicine. The best physicians are Dr. Diet, Dr. Quiet and Dr. Merryman, and these are all females.

Every girl should learn all about household duties, so that she can fill her mother's place sometimes, and let her have rest. Girls should try also to brighten their homes by their true affection and loving works, that they may be called "Jewels" or "Queens" of Home. Any girl, no matter how homely, can beautify home by her Christian spirit and loving acts.

Girls should remember that it requires much courage and great patience to undertake and persevere in household work.

It is the desire of every girl of a true womanly nature to be beautiful, and the beauty of the soul is the highest of all. That beauty we may attain by noble thoughts and pure affections of the heart, and kind and self-sacrificing acts. These come from the soul, and a beautiful soul gives a lovely and attractive expression.

Painting is a very beautiful accomplishment for girls, if they have talent for it, so that they can make pictures and many beautiful and useful articles.

Girls should always learn needlework, and this will help to make their homes beautiful and to keep all around comfortable. It is desirable that they should know how to do fancy needlework, which they would enjoy in leisure moments.

In dressmaking, girls should learn, at least, to economize. If they can make beautiful and tasteful garments for themselves, they will save money and be independent of dressmakers.

All these things and many more a girl must learn, but, first of all, she must cultivate her mind and heart, she must be intelligent, sincere and gentle, true and womanly in all her ways.

The girls here can learn all these things. We are deaf, and we cannot hope to be great or famous. Let us all try to be good women, and perform our parts in life as well as we can, so that, at the end, it may be said of each one of us, "She hath done what she could."

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The literary exercises were concluded by the following Essay and Valedictory address by Frederick W. Baars :

#### LIGHT.

The word "light" is passed into English from the Latin word *lux*, and expresses the meaning of illumination, so that things about us can be seen. The most powerful of natural lights is the sun ; it gives everything a pleasant appearance. In Nature, we see what the effect of the great sun is in the production of the beautiful variety of plants, fruits and flowers. Without its light and heat, the earth would be barren and sterile, indeed, and neither men nor animals could live. The light of the moon is lovely, and we enjoy the seasons much, when in its calm beauty, it sails through the heavens, giving to our earth a clear, cool splendor. It is in the country and near the water, where the light of the moon is especially beautiful and enjoyable. What can be more charming on a summer evening than a moonlight sail, or row upon some beautiful lake or river, and for those who are blessed with the gift of hearing, an added charm is in the delightful music which often accompanies those sails. The glory of the heavens is also often made doubly pleasing to us, when to the clear light of the moon is added the canopy of stars of all diversities, shedding their soft, lustrous light over us. As we gaze, wonder and enjoy, surely it should awaken love and gratitude in all hearts to the Great Father, who, though we have sinned against Him, is still so mindful of our comfort,

happiness and health, in giving these beautiful lights to illuminate our pathway through life. He knows the sorrow and trials sin has caused, and has done all that he could to show that he loves us, in giving us so many good things that we forget to appreciate them. It is well for us to stop a moment, and think over a few of the common, everyday blessings, that come so regularly that we are apt to forget to thank Him for them. First, light, warmth, water, vegetables and fruits in their seasons, and of such exquisitely rich flavors. 'The gift of taste is one we scarcely think of, but what would be the enjoyment of the delightful flavors without it? These gifts all follow the great gift of light, and without light we could not enjoy the others, if we had them. There are also other lights about us, of which we may speak, especially the wonderful light of our intellectual or reasoning powers. When we think of what we are in infancy, even more helpless than the animals, how great appears the contrast after intellectual light begins to dawn upon us. When all has been dark, and not understood in childhood, with added years comes the light of reason, bringing us into the light, and making us to comprehend that which in childhood was dark to us. Especially have we in this Institution reason for thankfulness, that our Father in Heaven has given such wisdom and light to our teachers and instructors; that we, as a class who were in deeper darkness than others who have hearing and speech, can be and have been brought into the light, even as those more highly favored than ourselves. The light of reason is that which lifts us above the brute creation, and makes us much more happy than they; and therefore, we should never forget the One who bestowed upon us so rich a blessing. One more light we will speak of, and then we are done. There is a great *spiritual* light given by our Heavenly Father to this world, even His own dear Son, who called himself "the light of the world," and whosoever will follow the light of *His teachings* in His Word, will find more happiness than comes from all the gifts of which we have been speaking, for this great spiritual light will lead us into that glorious, eternal life to come, of which it is written: "And there shall be no night there, and they need no candle, neither light of the sun, for the Lord God giveth them light, and they shall reign forever and ever."

"Come to the Light, 'tis shining for thee;  
Sweetly the Light has dawned upon me:  
Once I was blind, but now I can see;  
The Light of the world is Jesus."

*To the members of the Board of Directors:—From the founding*

of this Institution to the present time, the management has never been, nor ever will be, found to be without merit. We do not know how we can enough express our gratitude for your many and great kindnesses. You have succeeded in governing the Institution so well and wisely that it has been possible to remove from us ignorance, and in its place put somewhat of wisdom, and to bring into life and vigor the happiest sense, that is, the intellectual. We are grateful, indeed, for all that you have done, and we pray that through all future time, your lives may be happy and prosperous. We bid you a most respectful farewell.

*To the Principal, Professors and Teachers:—*At this, the time of our graduation, we will not conceal our sentiments, but delight in saying that you have done your best to make us wiser and better. If we had never come to this Institution, how could we have been made as intelligent as we now are? We cannot understand how you have been so patient in your hard work, in which you have been so enthusiastic, for the sake of making our future lives useful and happy. We shall always remember your unremitting instructions, and before we leave our home here for another in the larger world, where we shall not have any one to depend upon, we wish to present our sincere thanks, and to publicly express our gratitude for all that you have done for us. Farewell.

*To the Superintendent and Officers of the Administrative Department:—*During the time that we have been in this Institution, you have done much to make us comfortable, healthy and happy. Therefore, we really wish you to continue to be successful in your management. The instructors in the respective trades have been capable of teaching us, and so at our graduation many of us have already obtained a good knowledge of a trade, through which we shall be able to earn our own living. We shall not forget you, and your work for us, and we hope the Institution will continue to be as helpful to every one who comes here as a pupil. Farewell.

*Graduating Classmates and Schoolmates:—*As we arrive at the line which comes between our life at school and our life in the world, we are reminded of many pleasant times we have enjoyed together. We earnestly hope that having finished our training, we shall, in spite of a great many hardships and trials, succeed in making our lives as bright as the sun. We should always remember that the Lord, our Heavenly Father, is the rock upon which our character, our usefulness and our happiness are founded. When we enter the world to support ourselves, we must bear in mind our motto of 1890, 'Live and Learn.' Farewell.

The conclusion of the literary programme was followed by the presentation of the certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 17th, 1890.

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PREAMBLE AND RESOLUTIONS.

**WHEREAS,** An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

**WHEREAS,** The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, viz :—

|                     |                        |
|---------------------|------------------------|
| William Abrams,     | James Meyers,          |
| William Calwell,    | James Powers,          |
| John Campbell,      | Jacob Scharlin,        |
| Samuel M. Cocks,    | John F. Taplin,        |
| John Delaney, Jr.,  | Mary Branfuhr,         |
| John W. Dittmar,    | Lura Day,              |
| Henry A. Greenwald, | Elva Finch,            |
| William Gilmore,    | Catharine E. Gartland, |
| William E. Hawley,  | Josephine Kurtz,       |
| John Hogan,         | Nellie Kortright,      |
| George W. Loos,     | Emma C. Larsson,       |
| Richard McDonald,   | Ellen M. McCatty,      |
| Josias D. Mendez,   | Cora L. Millard,       |
|                     | Blanche Young,         |

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved,* That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved,* That John W. Kidd, the term of whose appointment will expire on September 27, 1890, be, and he is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for four years, to make up the period of five years to which he is entitled as a State pupil.

*Resolved, That*

Wilbur L. Bowers,  
 William Coombs,  
 David Costuma,  
 Martin Glynn,  
 William L. Hanson,  
 Walter Long,

Frederich H. Knox,  
 William Reid,  
 Henry G. Thies,  
 Mabella S. Fish,  
 Daisy Hollister,  
 Eliza Knorr,

Amanda Schoonmaker,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved, That* a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved, That*, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

William Abrams,  
 William Calwell,  
 John Campbell,  
 Samuel M. Cocks,  
 John Delaney, Jr.,  
 John W. Dittmar,  
 William Gilmore,  
 Henry A. Greenwald,  
 William E. Hawley,  
 John Hogan,  
 George W. Loos,  
 Richard McDonald,  
 Josias D. Mendez,

James Meyers,  
 James Powers,  
 Jacob Scharlin,  
 John E. Taplin,  
 Mary Branfuhr,  
 Lura Day,  
 Elva Finch,  
 Catherine E. Gartland,  
 Nellie Kortright,  
 Josephine Kurtz,  
 Emma C. Larsson,  
 Ellen M. McCatty,  
 Cora L. Millard,

Blanche Young.

*Resolved, That* the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Frederick G. Backhaus,  
 Wilbur L. Bowers,  
 William Coombs,  
 David Costuma,  
 Daniel Dugan,

Henry G. Thies.  
 Minnie Brown,  
 Margaret A. Boyd,  
 Margaret Bogatiska,  
 Ida M. Devoe,

Martin Glynn,  
Joseph Goreth,  
Patrick J. Gately,  
William L. Hanson,  
Frederick H. Knox,  
Walter Long,  
Richard M. O'Sullivan,  
William Reid,  
Edward Schneider,

Mabelle S. Fish,  
Daisy Hollister,  
Eliza Knorr,  
Annie Rosenberg,  
Catherine Schaefer,  
Amanda Schoonmaker,  
Selina Taylor,  
Margaret Tiedemann,  
Lizzie Wiedemann.

*Resolved*, That certificates for a modified course of supplementary study be awarded to

Charles Kieserwetter,  
William A. Ryckman,

Nellie Austin,  
Eva Freeholder.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

Frederick W. Baars,  
Catherine Keefe,

Nellie Long,  
Catherine Logue.

*Resolved*, That prizes for rapidity and accuracy of type-setting, be awarded as follows :

First prize, to Frederick W. Baars; Second prize, to Martin Glynn ;  
Third prize, to Richard R. Tweed.

*Resolved*, That two prizes be given to the pupils of each division for proficiency in their respective trades, viz :—

#### SHOEMAKERS.

Division. I.—First prize, Antoine Wagele ; Second Prize, Louis Somel.

Division. II.—First prize, William Moore ; Second prize, August Falte.

#### CARPENTERS.

Division. I.—First prize, Wilbur L. Bowers ; Second prize, Herman Probst.

Division. II.—First prize, William E. Hawley ; Second prize, Orlando D. Smith.

#### CABINET MAKERS.

Division. I.—First prize, Henry J. Kennedy ; Second prize, William E. Short.

Division. II.—First prize, Joseph Goreth ; Second prize, Robert S. Kerr.

**TAILORS.**

Division. I.—First prize, Charles Seiderer.

Division. II.—First prize, Myar Drasky.

*Resolved*, That the prize for dressmaking, in the Matron's Department, be awarded to Nellie Long.

*Resolved*, That the prize for skill displayed in shirtmaking be conferred upon Catherine E. Gartland.

*Resolved*, That the prize for plain sewing be adjudged to Alice Judge.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :—

Division I.—First prize, Frank Avens ; Second prize, Morris Marks ; Third prize, Leslie G. Marshall.

Division II.—First prize, Samuel M. Cocks ; Second prize, Herman Lamm.

*Resolved*, That the prize provided by the Washington Heights Art Club, for the best drawing by a student under twelve years of age, be awarded to Emil Mayer.

*Resolved*, That the prizes provided and awarded after public competition by the Fanwood Literary Association, be presented, in behalf of that association, as follows :—

First prize for Debate, to William Coombs ; 2d, Henry Bettels ; 3d, Robert E. Maynard ; 4th, Stanley Robinson ; 5th, Charles Kieserwetter ; 6th, John Hogan.

First prize for Essays, to May Martin ; 2d, Christian E. Vernon ; 3d, Mabelle S. Fish.

First prize for Declamation, to Ella F. Taylor ; 2d, Catherine Logue ; 3d, Margaret A. Boyd.

*Resolved*, That the first prize for improvement and scholarship in the first five years' course, be awarded to John Hogan, and the second prize to Doris Streeter.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Amanda Schoonmaker.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Margaret A. Boyd.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to William Coombs.



*Resolved*, That the Cary Testimonial be awarded to Mabella S. Fish, for superiority in scholarship and character.

*Resolved*, That the Alstyne Prize, for general excellence of character and perseverance in well doing, be awarded to Catherine Keefe.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Frederick W. Baars.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Catherine Logue.

All of which is respectfully submitted.

THOMAS GALLAUDET,  
AVERY T. BROWN,  
J. HOOD WRIGHT,

*Committee on the Annual Examination.*

## TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1890.

| RECEIPTS.                                                             |           | EXPENDITURES.                     |                    |
|-----------------------------------------------------------------------|-----------|-----------------------------------|--------------------|
| From the State of New York for board and tuition of State pupils..... | 55,056 25 | For Groceries and Provisions..... | 28,095 28          |
| From Counties, for board, tuition and clothing of County pupils.....  | 82,118 98 | For Salaries and Wages.....       | 14,471 18          |
| From paying pupils, for board and tuition.....                        | 590 00    | For Schools.....                  | \$20,764 04        |
| From board of teachers.....                                           | 1,813 50  | For Art Department.....           | 574 11             |
| From Printing Office.....                                             | 1,244 55  | For Clothing.....                 | 3,886 94           |
| From donations.....                                                   | 250 00    | For Shoe Shop.....                | 2,604 87           |
| From Discount on audited bills.....                                   | 188 64    | For Tailor Shop.....              | 2,313 80           |
| From sales of clothing.....                                           | 145 34    | For Building and Repairs.....     | 4,653 76           |
| From sales of coal.....                                               | 109 75    | For Carpenter Shop.....           | 1,441 28           |
| From sales account Cabinet Shop.....                                  | 63 40     | For Printing Office.....          | .....              |
| From sales account Shoe Shop.....                                     | 19 05     | For Garden.....                   | .....              |
| From sales of barrels.....                                            | 17 58     | For Cabinet Shop.....             | 898 14             |
| From sales of dry goods.....                                          | 10 47     | For Furniture.....                | 1,417 88           |
| From sales of grease, refuse, etc.....                                | 10 88     | Cooking School.....               | 3,393 68           |
| From sales of old lumber.....                                         | 3 75      | For Fuel and Lights.....          | 179 65             |
| From Real Estate & Building Fund, for deficit for the year.....       | 7,033 61  | For Stable.....                   | 8,943 11           |
|                                                                       |           | For Washing.....                  | 1,361 86           |
|                                                                       |           | For Hospital.....                 | 2,881 56           |
|                                                                       |           | For Contingent.....               | 1,167 97           |
|                                                                       |           |                                   | 2,469 35           |
|                                                                       |           |                                   | <u>\$93,664 10</u> |

## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

| DR.        |                                                 | REAL ESTATE AND BUILDING FUND. |                                                       | OR.                 |  |
|------------|-------------------------------------------------|--------------------------------|-------------------------------------------------------|---------------------|--|
| 1889.      |                                                 |                                |                                                       |                     |  |
| October 1. | To balance from old account. ....               | 234,301 72                     | By 9 Executive Committee drafts. ....                 | 18,592 36           |  |
|            | " legacy of George L. Clapp. ....               | 29,500 00                      | " Charles J. Burg for B. & M. on 231 W. End Ave. .... | 30,000 00           |  |
|            | " Bond and Mortgage of Chas. J. Burg. ....      | 30,000 00                      | " Charlie R. Gregor " " 53 E. 91st St. ....           | 10,000 00           |  |
|            | " Bond and Mortgage of Chas. R. Gregor. ....    | 10,000 00                      | " Lottie Baumann " " 106 E. 79th St. ....             | 10,000 00           |  |
|            | " Bond and Mortgage of Lottie Baumann. ....     | 10,000 00                      | " Insurance for 5 years on \$321,500. ....            | 2,453 50            |  |
|            | " interest. ....                                | 10,621 88                      | " General Fund for deficit for year. ....             | 7,083 61            |  |
|            |                                                 | <u>\$324,433 60</u>            | " balance to new account. ....                        | 246,325 13          |  |
| 1890.      |                                                 |                                |                                                       | <u>\$324,433 60</u> |  |
| October 1, | To balance from old account. ....               | 246,325 13                     |                                                       |                     |  |
|            | Mem: General Fund owes for Advances \$42,230.49 |                                |                                                       |                     |  |
| DR.        |                                                 | LIBRARY FUND.                  |                                                       | OR.                 |  |
| 1889.      |                                                 |                                |                                                       |                     |  |
| October 1. | To balance from old account. ....               | 4,179 46                       | By Library Committee drafts. ....                     | 149 53              |  |
|            | " interest. ....                                | 138 03                         | " balance to new account. ....                        | 4,167 96            |  |
|            |                                                 | <u>\$4,317 49</u>              |                                                       | <u>\$4,317 49</u>   |  |
| 1890.      |                                                 |                                |                                                       |                     |  |
| October 1. | To balance from old account. ....               | 4,167 96                       |                                                       |                     |  |

| FRIZZELL FUND. |                                  | CR.                            |
|----------------|----------------------------------|--------------------------------|
| DR.            |                                  |                                |
| 1889.          |                                  |                                |
| October 1.     | To balance from old account..... |                                |
|                | " interest                       |                                |
|                | 3,072 00                         | By balance to new account..... |
|                | 108 82                           |                                |
|                | <u>\$8,175 82</u>                | <u>\$8,175 82</u>              |
| 1890.          |                                  |                                |
| October 1.     | To balance from old account..... |                                |
|                | 3,175 82                         |                                |

| HARRIET STONER FUND. |                                  | CR.                             |
|----------------------|----------------------------------|---------------------------------|
| DR.                  |                                  |                                 |
| 1889.                |                                  |                                 |
| October 1.           | To balance from old account..... |                                 |
|                      | " interest                       |                                 |
|                      | 181 59                           | By balance to new account... .. |
|                      | 6 88                             |                                 |
|                      | <u>\$187 97</u>                  | <u>\$187 97</u>                 |
| 1890.                |                                  |                                 |
| October 1.           | To balance from old account..... |                                 |
|                      | 187 97                           |                                 |

| GARY FUND. |                                  | CR.                            |
|------------|----------------------------------|--------------------------------|
| DR.        |                                  |                                |
| 1889.      |                                  |                                |
| October 1. | To balance from old account..... |                                |
|            | " interest                       |                                |
|            | 124 78                           | By balance to new account..... |
|            | 4 87                             |                                |
|            | <u>\$129 15</u>                  | <u>\$129 15</u>                |
| 1890.      |                                  |                                |
| October 1. | To balance from old account..... |                                |
|            | 129 15                           |                                |

RECAPITULATION.

|                                    |              |                                                 |              |
|------------------------------------|--------------|-------------------------------------------------|--------------|
| Real Estate and Building Fund..... | 246,325 13   | Cash in N. Y. Life Insurance and Trust Co.....  | 17,870 22    |
| Library Fund.....                  | 4,167 96     | "    United States Trust Co.....                | 458 64       |
| Frissell Fund.....                 | 8,175 83     | "    Merchants' National Bank.....              | 958 87       |
| Harriet Stoner Fund.....           | 187 97       | "    Inst. for Savings of Merchants Clerks..... | 5,241 45     |
| Cary Fund.....                     | 139 15       | "    Seamen's Bank for Savings.....             | 2,418 95     |
|                                    |              | Bonds and Mortgages.....                        | 227,037 50   |
|                                    | \$258,985 53 |                                                 | \$258,985 53 |

STATE OF NEW YORK, }  
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 27th }  
day of October, 1890.

WILLIAM H. ROCKWOOD,

*Notary Public, New York.*

[SIGNED.] GEORGE A. ROBBINS.

## Report of the Superintendent.

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*To the Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—The fiscal year of the Institution ending September 30th, 1890, marks the seventy-second of its corporate existence—years fraught with incalculable blessings to the deaf of the State.

Great, however, as are the advantages afforded them by the liberality of the State and the co-operation of the wise and generous management of her Institutions, many of those whose terms as pupils have not expired, and whose education is far from complete, with the consent or desire of their parents, are absent from school. A few of the number are earning a trifle, while others are alternating between work and idleness, exposed to all the evils to which this course of life must ultimately lead. This state of things, which is by no means confined to this Institution or State, is one of the saddest the Institutions for the deaf are called upon to combat, and yet they seem to be powerless to overcome the evil, so long as parents are disposed to cater to the whims of their children, in allowing them to leave school whenever they may choose to do so. The difficulty attending their original entry is slight, as compared with the effort necessary to keep them at school.

For example, a father makes application for the admission of his son. The necessary papers are in due time executed and the boy is admitted. During the first year or two, the father and friends are agreeably surprised at the progress made, and for a time all goes well. As the boy develops strength and intelligence, he is put to a trade, and for a year or more his progress in this direction is satisfactory. Matters move smoothly, the lad is happy as his mind unfolds, and he begins to look forward to the time when he shall have mastered his trade and become a thorough mechanic. When this stage is reached,

we, too, venture to indulge the hope that we have this particular boy in a fair way of following his calling to the satisfactory completion of his studies. Vacation comes, and the lad goes home to spend that period with his friends. The fall term opens, many of the pupils are late in returning, and among the tardy ones is our boy whom we have cautioned so emphatically to return promptly at the time specified. We write to the father, but get no response ; we write again, with like result. By this time we begin to suspect something wrong, and by diligent inquiry we finally learn that our boy will not return to school. We continue the inquiry, and find that during the summer a Mr. A——, a carpenter in the boy's neighborhood, finding that the lad had a fair knowledge of the use of tools (which was really as far as he had progressed), bargains with the father for the services of the boy for a few shillings per day, with the promise of increased remuneration according to his progress and ability. It is consistent with ordinary reasoning, to assume that this man, who was dickering for those services, knew, as every sensible man must know, that this boy, under those circumstances, would make at most but slight improvement, and would be likely to advance but little if any beyond the stage he had reached at school, for the simple reason that his fellow workmen could not give him the instruction necessary, having no means of readily communicating with him, and yet for the paltry sum per diem, the unwise parent, who possibly means well, assents to an arrangement that destines his boy to a life of drudgery, shuts him out completely from the acquisition of that knowledge, which to him would be invaluable, throws him upon the community half-educated, without proper means of support, with the ultimate probability that he will become a charge upon his friends or the community in which he lives. His name is dropped from the books of the Institution ; and so we go on year after year, receiving and discharging pupils, with examples like this at every turn, with variations of course, but in result identical, until patience and forbearance are well nigh exhausted, our numbers are depleted, and not unfrequently the Institution is unjustly criticised for turning out pupils so poorly equipped to cope with the trials and conditions of life by which they find themselves surrounded.

This evil has come to be so positive in its character and damaging in its effect upon scores of our young men and women, that we feel that it should be emphasized whenever opportunity offers.

By reference to the report of Dr. Alexander, our attending Physician, it will be seen that with the exception of an epidemic of influenza during the fall months, and of measles in the month of January last, the health of the inmates has been generally good, no death having occurred at the Institution among its officers or pupils.

**SUMMARY**

of pupils connected with the Institution for the year ending September 30th, 1890.

|                                                                  | Males. | Females. | Total. |
|------------------------------------------------------------------|--------|----------|--------|
| Number present October, 1889.....                                | 196    | 100      | 296    |
| Former pupils re-admitted.....                                   | 8      | 4        | 12     |
| New pupils admitted.....                                         | 80     | 12       | 42     |
| Whole number.....                                                | 284    | 116      | 350    |
| Number who have left during the year.....                        | 24     | 16       | 40     |
| Number connected with the Institution, September 30th, 1890..... | 210    | 100      | 310    |

By the foregoing table, it appears that 350 pupils have been present within the year. Of this number, 284 were males, and 116 were females, who were supported as follows :

|                                        |     |
|----------------------------------------|-----|
| By the State of New York, . . . . .    | 235 |
| By the Counties of New York, . . . . . | 91  |
| By the State and Counties, . . . . .   | 18  |
| By Parents and Guardians, . . . . .    | 5   |
| By the Institution, . . . . .          | 1   |
| Total . . . . .                        | 350 |

A complete catalogue of the pupils has been prepared, and is herewith submitted.

The principal event of the year was the holding at this Institution of the Twelfth Convention of the Instructors of the Deaf, and the First International Convention in America.

The Convention opened on Saturday, August 23d, and adjourned on Thursday, the 28th.

There were in attendance 346 delegates, of whom 240 were regular, and 106 honorary members.

Besides these, many others were present, consisting largely of former graduates of the Institution, who were also entertained, so that the average daily attendance was upward of 500—probably a larger number than at any similar gathering in this country.

In regard to the arrangements made for the comfort and convenience of the large assembly, for which your Board had so generously provided by special appropriation, I believe that I voice the general sentiment as expressed by many of the visiting delegation, when I say that they were satisfactory in every particular. While the labor and expense were great, we have the satisfaction of knowing that the result was in all respects creditable to the great State we represent and the time-honored Institution at which the convention was held.



**REPAIRS AND IMPROVEMENTS.**

The usual annual repairs, involving mason and carpenter work, pipe-fitting and alterations, kalsomining and painting, plumbing, mattress-making, etc., were accomplished during the months of June, July and August. In addition to this, a very large amount of extraordinary work was done, for which a special appropriation was made by your Board. The work may be summarized as follows :

The interior woodwork of the large water closet in court-yard adjoining the south wing, was removed, and the brick walls were thoroughly cleansed ; a ventilating skylight was placed in the centre of the roof ; the earth underneath the old flooring was removed to the depth of three feet, and clean, fresh soil substituted ; a concrete floor of broken stone and cement was laid, finished by a top layer of asphaltum.

A new brick closet (19x14) was built in the courtyard adjoining the north wing for the boys' use ; a ventilating sky-light placed in roof, and a floor of concrete and asphalt was laid similar to that in the south court.

The two were furnished respectively with an 8 and 12 person "Parson's Patent Trough Water Closet," with automatic periodic flush tank. In addition, the boys' closet was furnished with slate urinal, 18 ft. 6 in. in length.

Four new water closets were placed in north wing ; two new water closets were placed in south wing ; three new water closets were placed in School building ; seven 6-ft. enameled iron bath tubs were placed in basement of the south wing ; one 6-ft. enameled iron bath tub was placed in the hospital, main building ; sixteen wash basins were put up for temporary use during the convention.

The plumbing thus distributed over the buildings, involved much cutting of walls, and a large amount of of carpenter's work to enclose pipes and apparatus, to secure the same from injury, and to give a finished appearance when completed.

Seventeen thousand feet of hard maple and Georgia pine flooring were laid in dormitories and basements.

The retaining wall, begun last year along the east boundary of the Fort Washington Ridge Road was completed, upon which has been constructed a sodded terrace of some twenty feet in height, which removes the ragged looking bank left by the deep cut through the grounds.

Eighty lineal feet of retaining wall were also laid on the west line of the Ridge Road.

Two thousand six hundred and thirty-five lineal feet of new picket fence were built, upon which two coats of paint were applied.

One thousand six hundred and seventy feet of picket fence were repaired or rebuilt, which also received two coats of paint.

The brick walls and arches inclosing three of our steam boilers were taken down, the boilers levelled, and new walls and arches built up from the foundations.

Our iron bedsteads having, from long use, become bent and twisted and generally out of order, were thoroughly overhauled, straightened, mended where broken, bolts, rods and rivets being supplied where wanting, and the whole painted a uniform color. A radical change in the character of our beds was also made, by discarding the ancient straw bed, and substituting therefor a woven-wire spring. This, with a good moss mattress, makes a wholesome and comfortable couch, and the improvement in this direction is heartily appreciated by all. The change thus made, involved the purchase of some three hundred wire mattresses, but under the old arrangement, the purchase of new straw amounted to nearly one hundred dollars annually, so that the cost of the new mattresses will, in a few years, be saved in the item of straw alone, to say nothing of the comfort assured by the new arrangement.

Five natural-oak study tables have been added to those previously furnished the girls' sitting room, thus securing uniformity of appearance to all parts of the room.

One hundred and eighty tons of Tompkin's Cove blue stone gravel was spread upon our roadway, from the 11th Avenue entrance to the front of the main building, giving the entrance a clean, tidy appearance, besides aiding materially in holding the road bed in place against the encroachment of the fall and winter rains, which usually play havoc with our side hill roads.

#### FINANCIAL.

All moneys due the Institution, from counties or individuals, for the current year, were, with two or three exceptions, collected and paid into the treasury.

The balances against two of the counties have been carried forward to the new year.

The quarterly bills for the board and tuition of State pupils have been, as usual, rendered and collected by the treasurer direct.

Quarterly detailed statements by the treasurer, of expenditures and receipts, have been transmitted to the State Comptroller at Albany.

The expenditures for the year, as shown by the treasurer's account,

exclusive of special appropriation made by the Board for extraordinary repairs and improvements, were.....\$98,684 10

The total current receipts for the same period were..... 91,630 49

Leaving a deficit of.....\$7,053 61

which has been paid from the Real Estate and Building Fund.

This deficit is chargeable directly to the decrease in the number of our pupils, which, as a matter of course, affects correspondingly our receipts. These, for the past year were four thousand dollars less than the previous year, and nearly eight thousand less than they were five years ago.

Our expenditures the past year, independent of extraordinary amounts, for which special appropriations were made, as compared with previous year, were three thousand dollars less, and with those of five years ago some, five thousand dollars less.

While we are able in certain directions to curtail expenses, as our numbers diminish, in others we are not. It is true our groceries and provisions account, responds in ratio to our reduction in number, yet the same number of teachers are required. Our fuel and light, building and repairs, the running of our industrial plants, our contingent account, etc., etc., require much the same outlay, be our number three hundred or four hundred, yet a falling off in our numbers in a single year of even a score of pupils, involves a decrease in our receipts of several thousand dollars.

For the purpose of illustration, the following table of receipts and expenditures for the past five years is appended :

|                | For the year<br>ending<br>Sept. 30, 1894. | For the year<br>ending<br>Sept. 30, 1897. | For the year<br>ending<br>Sept. 30, 1898. | For the year<br>ending<br>Sept. 30, 1899. | For the year<br>ending<br>Sept. 30, 1900. |
|----------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|
| Receipts.....  | \$109,426 54                              | \$102,663 42                              | \$100,898 63                              | \$95,832 94                               | \$91,630 49                               |
| Expenditures.. | 104,188 66                                | 104,100 46                                | 105,541 86                                | 101,831 12                                | 98,684 10                                 |

#### INDUSTRIAL.

The opportunities for industrial training afforded by the Institution to the deaf of the State, are coming to be more thoroughly appreciated. Scores of former pupils are bearing testimony to the fact, that here they formed habits of industry and of thrift, which have proven a wonderful help in aiding them to successful endeavor. Here, though deprived of hearing and of speech, they may learn one of several trades, and by proper application may learn that trade well.

Meanwhile, in the alternate hours, they are reaping educational advantages in that knowledge so essential to the formation of character which bids fair to dominate their whole after life.

No special changes have taken place in our industrial department for boys since the last annual report, the same trades having been taught, *viz.*: Printing, shoemaking, cabinet-making, carpentering, tailoring and gardening.

In addition to dressmaking, shirt-making and plain sewing for girls, a class in cooking was formed during the last term, under the instruction of Mrs. Alice D. Gillette, with Miss L. C. Rice as interpreter.

For the accommodation of the class, a large room in the basement of main building was fitted up with range, tables and fixtures, which seems well adapted to the purpose.

Mrs. Gillette came to us very highly recommended, and her success in initiating the class in the art of plain cooking, upon economical principles, gave abundant evidence that she was thoroughly fitted for the task assumed. She has been engaged for the new term, and there is no question that the girls who will come under her instruction, will be greatly benefitted in their equipment for home duties, when their school days shall have terminated.

As we scan the outlook for the majority of our pupils, we cannot avoid the conclusion, that the experience and practical training afforded them by this Institution, will have a good and lasting effect upon their whole after life.

In assigning pupils to their duties in either of the several industries, due weight is given to the wishes of the parents and the inclination of the pupils themselves.

Three hours per day are devoted to industrial work, the balance of the day being divided between the class-room and recreation. The time thus adjusted passes pleasantly, is free from monotony, and our pupils, in the main, seem to appreciate the effort made for their comfort and advancement. There is, however, one subject in this connection, which I beg leave to bring to your notice, and for which I bespeak your careful consideration—*viz.*, a gymnasium for our boys. I am aware that this suggestion is not new, but it is none the less true that something of this kind is seriously needed, and should be provided, whenever practicable, particularly since our grounds have been so contracted by the opening of new avenues through the property, that there is not an acre of available ground on the premises west of the Boulevard, where the boys can indulge in games such as their young blood craves or their youthful propensities need in the development of their physical natures.

A step in this direction would tend to quiet the unrest felt by our

boys during the hours of recreation, and would remove the desire to seek exercise and amusement outside of the Institution grounds, where temptation of a damaging character besets them on every hand.

Inasmuch as our various industries are conducted solely for educational purposes and not for profit, in tabulating the work accomplished, therefore, the values given are stated simply to indicate the character and amount of work done, without reference to pecuniary results.

The record for the year in the several branches of industrial work may be tabulated as follows :—

#### PRINTING.

Edwin A. Hodgson, Instructor ; number of boys employed, twenty-eight, ranging from fifteen to twenty-three years of age.

While according due recognition to the fact that all so-called manual training has a beneficial and enlightening effect upon the minds of the pupils, in no department is the mental development and accumulation of useful knowledge more marked than among the pupils of this department. The variety of business forms, and the phrases incident to correct commercial usage, that are engrafted into the mind by repeated practice in printing bill-heads, receipts, letter-heads, announcements, etc., have a very important bearing upon the education of the pupils. Then there is the constant practice in language, the daily acquisition of new words, and the grammatical construction of sentences, which composition of ordinary reading matter affords, while bringing before the eye and presenting to the comprehension of the individual, innumerable facts concerning the outside world, in which he is eventually to become a recognized factor. Aside from the mental development and moral discipline which his training conduces to perfect, the manual skill and dexterity that is to enable him to take rank among the followers of the craft, is cultivated to the highest possible degree.

This year the pupils in the printing office have turned out many creditable specimens of typography, among which were two pamphlet reprints on branches of medical science, a four-page religious monthly, a weekly newspaper for the deaf, a small book of selected hymns for the use of the school, our annual report, a portion of the library catalogue, a variety of job work for outside parties, as well as the printing necessary to the conduct of the different departments of the Institution.

|                                             |            |
|---------------------------------------------|------------|
| Value of work done for the Institution..... | \$ 688 95  |
| Custom work (cash received).....            | 1,244 00   |
|                                             | <hr/>      |
|                                             | \$1,927 95 |

**SHOEMAKING.**

John Lechthaler, Instructor ; number of boys employed, twenty-one, ranging from thirteen to twenty-two years of age.

|                                                |            |
|------------------------------------------------|------------|
| Number of shoes made, 495 prs. Value.....      | \$1,801 85 |
| Number of shoes repaired, 961 prs. Value ..... | 679 81     |
| Custom work (cash received).....               | 19 05      |
|                                                | <hr/>      |
|                                                | \$2,000 71 |

**CARPENTERING.**

Edward Clearwater, Instructor ; number of boys employed, twenty, ranging from fourteen to twenty-one years of age.

|                         |            |
|-------------------------|------------|
| Value of work done..... | \$1,848 75 |
|-------------------------|------------|

**CABINETMAKING, WOOD CARVING & CHAIR CANING.**

C. Henry Intemann, Instructor ; number of boys employed, thirty, ranging from eleven to twenty-five years of age.

|                                             |            |
|---------------------------------------------|------------|
| Value of work done for the Institution..... | \$1,259 68 |
| Custom work (cash received).....            | 63 40      |
|                                             | <hr/>      |
|                                             | \$1,823 08 |

**TAILORING.**

J. Branagan, Instructor ; number of pupils employed, fifteen boys and eleven girls, ranging from twelve to twenty-four years of age.

|                                                   |            |
|---------------------------------------------------|------------|
| Number of coats and jackets made, 204. Value..... | \$954 73   |
| Number of pants made, 259. Value.....             | 777 00     |
| Number of vests made, 145. Value... ..            | 253 75     |
| Number of mattress ticks, 185. Value.....         | 40 50      |
|                                                   | <hr/>      |
|                                                   | \$2,025 97 |

**GARDENING.**

Albert Metzger, Instructor ; number of boys employed during the summer, eight, from twelve to eighteen years of age. During the winter months, these boys are assigned to the different shops.

|                                                 |            |
|-------------------------------------------------|------------|
| Value of produce furnished the Institution..... | \$3,400 90 |
|-------------------------------------------------|------------|

**SUMMARY OF ATTENDANCE DURING THE YEAR.**

| <b>INDUSTRIES.</b> | <b>Boys.</b> | <b>Girls.</b> | <b>Total.</b> |
|--------------------|--------------|---------------|---------------|
| Printing.....      | 28           |               | 28            |
| Shoemaking.....    | 21           |               | 21            |
| Carpentering.....  | 20           |               | 20            |
| Cabinetmaking..... | 30           |               | 30            |
| Tailoring.....     | 15           | 11            | 26            |
| Gardening.....     | 8            |               | 8             |
| Dressmaking.....   |              | 24            | 24            |
| Shirt Making.....  |              | 16            | 16            |
| Plain Sewing.....  |              | 36            | 36            |
| <b>Total.....</b>  | <b>122</b>   | <b>87</b>     | <b>209</b>    |

That a majority of our pupils, male and female, were under instruction in the several industries during the year, may be seen by the foregoing table.

In addition to their work as classified above, each of the larger girls is required to assist in household duties during alternate weeks, to the extent of one hour per day, that they may become familiar with the duties peculiar to general housekeeping.

The younger pupils, not classified above, have no regular work assigned them, but usually alternate between school and recreation.

**ACKNOWLEDGMENTS.**

We are indebted to the Peoples Line of Steamers, for tickets at half fare, for pupils going home for their summer vacation.

To the Superintendent of the American Institute Fair, for a free admission to the pupils of the Institution, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for pupils and officers attending the American Institute Fair.

To Mark Williams, M.D., for a donation of one hundred and fifty dollars.

To Geo. A. Dockstader, for a donation of one hundred dollars.

Respectfully submitted,

**CHAUNCEY N. BRAINERD,**

*Superintendent.*

**NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, Oct. 1, 1890.**

**ATTENDING PHYSICIAN'S REPORT:**

FOR THE YEAR ENDING SEPTEMBER 30, 1890.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—During the first three months of the past year, Epidemic Influenza prevailed among the pupils. In the majority of the cases, the disease assumed the Catarrhal, in the minority, the Neurotic type.

It was followed in January by Measles. For the treatment of the cases of this disease, the Cottage Hospital was opened and a trained nurse engaged.

One boy developed Acute Miliary Tuberculosis in May. He recovered sufficiently to return to his home.

One case of Chronic Bright's Disease, following Caries of the Spine of several years' standing, and one of Necrosis of the bone of the arm, the result of hereditary Syphilis, are still under treatment.

With these exceptions, the health of the pupils has been good, and there have been no deaths among them.

A list of the names of the principal diseases treated and the number of cases of each is appended.

| DISEASES.                               | Cases. |
|-----------------------------------------|--------|
| Bright's Disease (chronic).....         | 1      |
| Bronchitis.....                         | 6      |
| Cyst of lower Lip.....                  | 1      |
| Eczema.....                             | 3      |
| Erysipelas (facial).....                | 2      |
| Fever (remittent).....                  | 16     |
| German Measles.....                     | 3      |
| Influenza (epidemic).....               | 70     |
| Injuries (contusions, burns, etc.)..... | 4      |
| Measles.....                            | 39     |
| Rheumatism.....                         | 2      |
| Ringworm of Scalp.....                  | 7      |
| Tuberculosis (acute miliary).....       | 1      |
| Total.....                              | 155    |

I have the honor to remain,

Yours respectfully,

W. T. ALEXANDER, M.D.



# REPORT OF OPHTHALMOLOGIST AND OTOLOGIST.

NEW YORK, October 1st, 1890.

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

**GENTLEMEN** :—With the beginning of another fiscal year at the Institution, I take pleasure in calling the attention of your honorable body to the favorable condition found to exist in these departments, which is due in no small degree to the advantages that have accrued to the pupils as the result of your liberality in providing them with the most improved sanitary surroundings.

Prior to the past year or two, the possibility of contagion, especially as related to communicable diseases of the eye, was largely in excess of the probability of non-infection, but is now reduced to a minimum, both theoretically and practically, as is witnessed by a reduction of over twenty-five per cent of eyelid troubles since the inauguration of the individual hand-towel system now in vogue.

In this connection I would call your attention to my report of last year, in which reference is made to the ill effects upon such pupils as pass their vacation periods in the tenement house districts. Each new school term witnesses the return of a number to the hospital with a recurrence of eyelid trouble that was cured during the previous term, thus showing most conclusively that their hygienic surroundings while away from the Institution are such as to again establish a condition that has been most thoroughly and effectually combatted.

No epidemic nor unusual casualty has afflicted the pupils during the past year, for which all should be profoundly thankful.

Below is appended a list of diseases treated and operations performed.

| DISEASE.                | No. | TREATMENT, ETC.                | No. |
|-------------------------|-----|--------------------------------|-----|
| Conjunctivitis.....     | 7   | { Cured.....                   | 5   |
|                         |     | { Continued under treatment... | 2   |
| Phlyctenular do.....    | 3   | Cured.....                     | 3   |
| Dacryo-cystitis.....    | 2   | Cured by operation .....       | 2   |
| Hypermetropia.....      | 2   | Provided with glasses.....     | 2   |
| Iritis, Syphilitic..... | 1   | Cured.....                     | 1   |
| Myopia .....            | 3   | Provided with glasses.....     | 3   |
| Post-Synechia .....     | 1   | Under treatment.....           | 1   |
| Phthisis Bulbi.....     | 2   | Enucleated .....               | 1   |

Very respectfully,

F. C. RILEY.

# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1890.

## MALES.

| Name.                      | Town.            | County.   |
|----------------------------|------------------|-----------|
| Abrams, William.....       | New York.....    | New York. |
| Alonzo, Romon, Jr.....     | Brooklyn.....    | Kings.    |
| Anderson, Robert H.....    | Brooklyn.....    | Kings.    |
| Anhalt, George, Jr.....    | New York.....    | New York. |
| Avens, Frank.....          | Brooklyn.....    | Kings.    |
| Avens, James.....          | Brooklyn.....    | Kings.    |
| Baars, Frederick W.....    | Brooklyn.....    | Kings.    |
| Bachmann, Frederick.....   | New York.....    | New York. |
| Backhaus, Frederick.....   | New York.....    | New York. |
| Bagnall, Irwin E.....      | Brooklyn.....    | Kings.    |
| Baxter, Archibald McL..... | New York.....    | New York. |
| Beck, Herman F.....        | Brooklyn.....    | Kings.    |
| Belch, James.....          | Brooklyn.....    | Kings.    |
| Benson, Orris.....         | Grahamville..... | Sullivan. |
| Bestinst, Morris.....      | New York.....    | New York. |
| Bettels, Henry.....        | New York.....    | New York. |
| Black, Hiram.....          | Cooperstown..... | Otsego.   |
| Black, John M.....         | Brooklyn.....    | Kings.    |
| Blauth, William M.....     | New York.....    | New York. |
| Block, Charles.....        | New York.....    | New York. |
| Bohmler, George.....       | Maspeth.....     | Queens.   |
| Bowers, Wilbur L.....      | Brooklyn.....    | Kings.    |
| Boyd, William W.....       | New York.....    | New York. |
| Brady, Daniel.....         | Brooklyn.....    | Kings.    |
| Britt, James.....          | New York.....    | New York. |
| Burke, James.....          | New York.....    | New York. |
| Burke, Joseph.....         | New York.....    | New York. |

| Name                      | Town.              | County.      |
|---------------------------|--------------------|--------------|
| Burland, Nicholas.....    | Hurley.....        | Ulster.      |
| Burt, David.....          | New York.....      | New York.    |
| Calwell, William.....     | Albany.....        | Albany.      |
| Campbell, John.....       | Troy.....          | Rensselaer.  |
| Carr, George W.....       | Urbana.....        | Steuben.     |
| Clinton, Richard T.....   | New York.....      | New York.    |
| Cooks, Samuel M.....      | No. Hempstead..... | Queens.      |
| Cohen, Henry.....         | New York.....      | New York.    |
| Coombs, William.....      | New York.....      | New York.    |
| Costuma, David.....       | New York.....      | New York.    |
| Daly, Thomas.....         | New York... ..     | New York.    |
| Delaney, John, Jr.....    | Ancram.....        | Columbia.    |
| Dennison, Benjamin C..... | New York.....      | New York.    |
| Dingman, Stafford.....    | Phoenix.....       | Oswego.      |
| Dittmar, John W.....      | New York.....      | New York.    |
| Doody, Thomas.....        | Albany.....        | Albany.      |
| Drasky, Myar.....         | Schenectady.....   | Schenectady. |
| Dugan, Daniel.....        | Brooklyn.....      | Kings.       |
| Dyer, Samuel J., Jr.....  | Brooklyn.....      | Kings.       |
| Elfein, John A.....       | Roxbury.....       | Delaware.    |
| Elliot, Michael.....      | New York.....      | New York.    |
| Ellis, Eli, Jr.....       | Wawarsing.....     | Ulster.      |
| Erdman, Gustave.....      | New York.....      | New York.    |
| Fallon, Terry.....        | Fishkill.....      | Dutchess.    |
| Falte, August.....        | New York.....      | New York.    |
| Fatier, Peter.....        | New York.....      | New York.    |
| Federman, Isaac.....      | New York.....      | New York.    |
| Ferguson, George, Jr..... | Brooklyn.....      | Kings.       |
| Fried, Max.....           | New York.....      | New York.    |
| Gaffney, James.....       | Brooklyn.....      | Kings.       |
| Gately, Patrick J.....    | New York.....      | New York.    |
| Gaunt, Charles.....       | New York.....      | New York.    |
| Gilmore, William.....     | New York....       | New York.    |
| Glosque, Peter....        | Yonkers.....       | Westchester. |
| Glynn, Martin.....        | New York.....      | New York.    |
| Goor, John.....           | New York.....      | New York.    |
| Gompers, Solomon A.....   | Brooklyn.....      | Kings.       |
| Goreth, Joseph.....       | Wallkill.....      | Orange.      |
| Greenlaw, William J.....  | New York.....      | New York.    |
| Greenwald, Henry A.....   | New York.....      | New York.    |
| Gurnee, William.....      | Wallkill.....      | Orange.      |
| Hackett, William H.....   | New York.....      | New York.    |

| Name.                      | Town.                 | County.      |
|----------------------------|-----------------------|--------------|
| Hadden, Benjamin F.....    | Brooklyn.....         | Kings.       |
| Hamm, George.....          | Brooklyn.....         | Kings.       |
| Hannon, Stephen.....       | Kingston.....         | Ulster.      |
| Hanson, William.....       | New York.....         | New York.    |
| Hartnett, Dennis.....      | New York.....         | New York.    |
| Hatowsky, Louis.....       | New York.....         | New York.    |
| Hawley, William E.....     | Hamden.....           | Delaware.    |
| Hayes, Jeremiah.....       | Brooklyn.....         | Kings.       |
| Heertt, Herman.....        | New York.....         | New York.    |
| Hefferman, William.....    | Brooklyn.....         | Kings.       |
| Herrmann, Louis.....       | New York.....         | New York.    |
| Hofstatter, Samuel.....    | New York.....         | New York.    |
| Hogan, John.....           | Albany.....           | Albany.      |
| Howard, Edmund.....        | Brooklyn.....         | Kings.       |
| Hunter, Samuel H.....      | Troy.....             | Rensselaer.  |
| Isaacs, Benjamin.....      | New York.....         | New York.    |
| Isbell, Chester M.....     | New York.....         | New York.    |
| Isquierdo, Arthur.....     | New York.....         | New York.    |
| Jackson, Rennie H.....     | Saratoga Springs..... | Saratoga.    |
| Jacobs, Jacob.....         | Brooklyn.....         | Kings.       |
| Johnston, Robert D.....    | New York.....         | New York.    |
| Kaiser, Charles.....       | New York.....         | New York.    |
| Keegan, Teddy.....         | Brooklyn.....         | Kings.       |
| Keiser, John.....          | New York.....         | New York.    |
| Keiserwetter, Charles..... | New York.....         | New York.    |
| Kennedy, Henry J.....      | New York.....         | New York.    |
| Kerr, Robert S.....        | New York.....         | New York.    |
| Kidd, John W.....          | Kingston.....         | Ulster.      |
| Kiernan, Peter J.....      | New York.....         | New York.    |
| King, Frederick G.....     | New York.....         | New York.    |
| Kistler, Jacob A.....      | New York.....         | New York.    |
| Kistler, Joseph.....       | New York.....         | New York.    |
| Kniffen, Hermann L.....    | Middletown.....       | Orange.      |
| Knox, Frederick.....       | Brooklyn.....         | Kings.       |
| Koenig, Carl.....          | New York.....         | New York.    |
| Krekel, George.....        | New York.....         | New York.    |
| Kreicheldorf, William..... | New York.....         | New York.    |
| Lamm, Herman.....          | Brooklyn.....         | Kings.       |
| Lamprecht, William.....    | New York.....         | New York.    |
| Landre, Herman.....        | New York.....         | New York.    |
| Lane, Willard A.....       | New York.....         | New York.    |
| Lawton, Ralph.....         | Great Valley.....     | Cattaraugus. |

| Name.                        | Town.             | County.       |
|------------------------------|-------------------|---------------|
| Lehmer, Charles.....         | New York.....     | New York.     |
| Lent, Otis H.....            | Elmira.....       | Chemuing.     |
| Levy, Joshua.....            | Brooklyn.....     | Kings.        |
| Long, Richard.....           | New York.....     | New York.     |
| Long, Walter.....            | New York.....     | New York.     |
| Long, William, Jr.....       | New York.....     | New York.     |
| Loos, George W.....          | Claverack.....    | Columbia.     |
| Lorcer, Theodore.....        | New York.....     | New York.     |
| Losey, John E.....           | Deer Park.....    | Orange.       |
| Lynch, Daniel F., Jr.....    | New York.....     | New York.     |
| Lynch, William.....          | New York.....     | New York.     |
| McConnell, Gibson.....       | Poughkeepsie..... | Dutchess.     |
| McDonald, George B.....      | Brooklyn.....     | Kings.        |
| McDonald, Richard.....       | New York.....     | New York.     |
| McEvoy, John J.....          | Fishkill.....     | Dutchess.     |
| McFarlane, Robert.....       | Brooklyn.....     | Kings.        |
| McMickle, Frank H.....       | Wallkill.....     | Orange.       |
| McVea, Robert.....           | New York.....     | New York.     |
| Marks, Morris.....           | New York.....     | New York.     |
| Marshall, Leslie G., Jr..... | Rye.....          | Westchester.  |
| Marshall, Winfield E.....    | Rye.....          | Westchester.  |
| Massack, Victor Hugo.....    | Brooklyn.....     | Kings.        |
| Mayer, Emil.....             | New York.....     | New York.     |
| Maynard, Robert E.....       | New York.....     | New York.     |
| Mendelsohn, Henry.....       | New York.....     | New York.     |
| Mendez, Josias D.....        | New York.....     | New York.     |
| Meyers, James.....           | Brooklyn.....     | Kings.        |
| Mitchell, Peter, Jr.....     | New York.....     | New York.     |
| Moeslein, Eugene.....        | New York.....     | New York.     |
| Moore, John.....             | New York.....     | New York.     |
| Moore, William, Jr.....      | New York.....     | New York.     |
| Morgan, Frank.....           | Binghamton.....   | Broome.       |
| Morrison, Matthew H., Jr..   | New York.....     | New York.     |
| Muench, Henry....            | Brooklyn.....     | Kings.        |
| Neal, William S.....         | Bloomsburg.....   | Pennsylvania. |
| Niedleman, Harry.....        | New York.....     | New York.     |
| Nuszek, Joseph.....          | New York.....     | New York.     |
| O'Brien, Daniel.....         | New York.....     | New York.     |
| O'Brien, John E.....         | New York.....     | New York.     |
| O'Neill, John.....           | Brooklyn.....     | Kings.        |
| O'Neill, Peter.....          | Brooklyn.....     | Kings.        |
| O'Sullivan, Richard M.....   | New York.....     | New York.     |

| Name.                       | Town.             | County.      |
|-----------------------------|-------------------|--------------|
| Ogle, James.....            | Newburgh.....     | Orange.      |
| Pace, Henry F. M.....       | New York.....     | New York.    |
| Paul, Andrew.....           | Brooklyn.....     | Kings.       |
| Peterson, Herman A.....     | Brooklyn.....     | Kings.       |
| Piccard, Francis.....       | Albany.....       | Albany.      |
| Pickruhl, Charles R.....    | Brooklyn.....     | Kings.       |
| Piggott, John C.....        | N. Tarrytown..... | Westchester. |
| Pitt, William J.....        | Haverstraw.....   | Rockland.    |
| Postlethwaite, William D... | New York.....     | New York.    |
| Powers, James.....          | Flushing.....     | Queens.      |
| Prinsinzing, Henry.....     | New York.....     | New York.    |
| Probst, Herman.....         | New York.....     | New York.    |
| Rappholdt, Edward.....      | New York.....     | New York.    |
| Redmond, Harry.....         | Yonkers.....      | Westchester. |
| Reid, William.....          | New York.....     | New York.    |
| Reiff, Anthony C.....       | Brooklyn.....     | Kings.       |
| Resue, Wesley.....          | Olive.....        | Ulster.      |
| Riley, James....            | Brooklyn.....     | Kings.       |
| Robinson, Stanley.....      | New York.....     | New York.    |
| Rosenthal, Joseph.....      | New York.....     | New York.    |
| Rumpf, Charles.....         | New York.....     | New York.    |
| Ryckman, William A.....     | New York.....     | New York.    |
| Sanford, Charles J.....     | Rhinebeck.....    | Dutchess.    |
| Sartor, Albert.....         | New Lots.....     | Kings.       |
| Satow, Frederick.....       | New York.....     | New York.    |
| Scharlin, Jacob.....        | New York.....     | New York.    |
| Schleich, Martin, Jr.....   | Brooklyn.....     | Kings.       |
| Schmidt, George.....        | New York.....     | New York.    |
| Schneider, Edward.....      | New York.....     | New York.    |
| Schreiner, Conrad.....      | Sand Lake.....    | Rensselaer.  |
| Schroeder, Hans W.....      | New York.....     | New York.    |
| Seiderer, Charles.....      | Hudson.....       | Columbia.    |
| Short, William E.....       | Kingston.....     | Ulster.      |
| Shufelt, Floyd.....         | Cincinnati.....   | Cortland.    |
| Sigal, Beril.....           | Brooklyn.....     | Kings.       |
| Silliman, Frank D.....      | Fulton.....       | Schoharie.   |
| Silvermond, Benjamin.....   | New York.....     | New York.    |
| Slaven, Henry.....          | Unadilla.....     | Otsego.      |
| Smith, Burdette.....        | Albany.....       | Albany.      |
| Smith, Everard.....         | Hempstead.....    | Queens.      |
| Smith, Nicholas.....        | New York.....     | New York.    |
| Smith, Orlando D.....       | Grahamville.....  | Sullivan.    |

| Name.                     | Town.                | County.      |
|---------------------------|----------------------|--------------|
| Solomon, Isra Leo.....    | New York.....        | New York.    |
| Somel, Louis.....         | New York.....        | New York.    |
| Sorenson, John.....       | New York.....        | New York.    |
| Spells, William H .....   | Deer Park.....       | Orange.      |
| Spilker, Frederick.....   | Long Island City.... | Kings.       |
| Stacy, Albert.....        | Palmyra.....         | Wayne.       |
| Stauch, John.....         | New York.....        | New York.    |
| Strope, Lawrence D.....   | Stockport.....       | Columbia.    |
| Stryker, Frank A.....     | Brooklyn.....        | Kings.       |
| Suk, Anton.....           | New York.....        | New York.    |
| Taplin, John E.....       | Brooklyn.....        | Kings.       |
| Taylor, Walter B.....     | New York.....        | New York.    |
| Thies, Henry G.....       | New York.....        | New York.    |
| Thompson, James.....      | New York.....        | New York.    |
| Thompson, Robert J.....   | Yonkers.....         | Westchester. |
| Tibner, Ulysses G.....    | Brooklyn.....        | Kings.       |
| Turner, Frank.....        | Brooklyn.....        | Kings.       |
| Tweed, Richard R.....     | Brooklyn.....        | Kings.       |
| Utrazanka, Charles.....   | Newburgh .....       | Orange.      |
| Van Seggar, John H.....   | New Lots.....        | Kings.       |
| Vernon, Christian E.....  | New York.....        | New York.    |
| Vincent, Alexander B..... | New York.....        | New York.    |
| Wagele, Antoine.....      | New York.....        | New York.    |
| Wahlstrom, Oscar W.....   | Brooklyn.....        | Kings.       |
| Watson, William W.....    | Yonkers.....         | Westchester. |
| Weinberg, Isaac.....      | New York.....        | New York.    |
| Werr, Franklin H.....     | Bloomsburg....       | Sullivan.    |
| Willis, Henry.....        | Brooklyn.....        | Kings.       |
| Wilson, James B.....      | Brooklyn.....        | Kings.       |
| Winbon, John J.....       | Schodack.....        | Rensselaer.  |
| Wink, Frederick.....      | New York.....        | New York.    |
| Wolk, Israel.....         | New York.....        | New York.    |
| Wood, Frank J.....        | New York.....        | New York.    |
| Woolley, Charles E.....   | New York.....        | New York.    |
| Young, Howell O.....      | Yonkers.....         | Westchester. |
| Zerovitch, Harry.....     | New York.....        | New York.    |
| Zuker, Woelf.....         | New York.....        | New York.    |
| Zundell, Robert.....      | New York.....        | New York.    |
| Zundt, Edward.....        | Brooklyn.....        | Kings.       |

**FEMALES.**

|                            |               |        |
|----------------------------|---------------|--------|
| Anderson, Elizabeth M..... | Brooklyn..... | Kings. |
|----------------------------|---------------|--------|

| Name.                      | Town.             | County.      |
|----------------------------|-------------------|--------------|
| Austin, Nellie.....        | Hudson.....       | Columbia.    |
| Baker, E. Clarabel.....    | Brooklyn.....     | Kings.       |
| Bammann, Emma.....         | New York.....     | New York.    |
| Barnett, Charlotte A.....  | Brooklyn.....     | Kings.       |
| Blackman, Katie.....       | Deer Park.....    | Orange.      |
| Blaum, Josephine.....      | Brooklyn.....     | Kings.       |
| Bogatiska, Margaret.....   | New York.....     | New York.    |
| Bolender, Jennie.....      | Brooklyn.....     | Kings.       |
| Bopp, Katie.....           | New York.....     | New York.    |
| Boyd, Margaret.....        | New York.....     | New York.    |
| Branfuhr, Margaret.....    | New York.....     | New York.    |
| Branfuhr, Mary.....        | New York.....     | New York.    |
| Brown, Mary.....           | New York.....     | New York.    |
| Brown, Minnie.....         | New York.....     | New York.    |
| Buss, Johanna.....         | Middletown.....   | Richmond.    |
| Byron, Florence M.....     | New York.....     | New York.    |
| Caddy, Emma F.....         | Rondout.....      | Ulster.      |
| Cantine, Mary E.....       | Kingston.....     | Ulster.      |
| Colligan, Lena.....        | New York.....     | New York.    |
| Craig, Agnes.....          | Brooklyn.....     | Kings.       |
| Curci, Francesca.....      | New York.....     | New York.    |
| Davis, Rachel.....         | Fly Mountain..... | Ulster.      |
| Day, Lura.....             | Tompkins.....     | Delaware.    |
| Devoe, Ida M.....          | Mt. Pleasant..... | Westchester. |
| Dixon, Harriet.....        | New York.....     | New York.    |
| Donoho, Margaret A.....    | New York.....     | New York.    |
| Eaton, Mary.....           | Brooklyn.....     | Kings.       |
| Echols, Agnes E.....       | New York.....     | New York.    |
| Faggelo, Marie.....        | New York.....     | New York.    |
| Fenalli, Lagai.....        | New York.....     | New York.    |
| Finch, Elva.....           | Fulton.....       | Schoharie.   |
| Fish, Mabelle S.....       | New Castle.....   | Westchester. |
| Fisher, Lizzie.....        | New York.....     | New York.    |
| Freeholder, Eva.....       | New York.....     | New York.    |
| Gabie, Florence.....       | Yonkers.....      | Westchester. |
| Gartland, Catherine E..... | Brooklyn.....     | Kings.       |
| Gibbs, Maud.....           | Brooklyn.....     | Kings.       |
| Glosque, Mary.....         | Yonkers.....      | Westchester. |
| Grant, Maud.....           | Newburgh.....     | Orange.      |
| Gray, Edith P.....         | Barker.....       | Broome.      |
| Hand, Florence H.....      | Brooklyn.....     | Kings.       |
| Hasty, Martha.....         | New York.....     | New York.    |



| Name.                      | Town.                | County.      |
|----------------------------|----------------------|--------------|
| Helst, Mary.....           | New York.....        | New York.    |
| Hemphill, Julia A.....     | New York.....        | New York.    |
| Hoag, Sarah J.,.....       | New York.....        | New York.    |
| Hoenack, Elsa.....         | New York.....        | New York.    |
| Hoffman, Mary.....         | New York.....        | New York.    |
| Hollister, Daisy.....      | New York.....        | New York.    |
| Hopfer, Dora.....          | Brooklyn.....        | Kings.       |
| House, Eliza M.....        | Brooklyn.....        | Kings.       |
| Hutschinreuter, Hetwich... | New York.....        | New York.    |
| Hutton, Nevada C.....      | Brooklyn.....        | King.        |
| Jaycox, Martha.....        | New York.....        | New York.    |
| Jost, Mena.....            | New York.....        | New York.    |
| Judge, Alice.....          | New York.....        | New York.    |
| Keefe, Catherine.....      | Rockland.....        | Sullivan.    |
| Kelly, Mary A.....         | New York.....        | New York.    |
| Kempf, Catherine.....      | New York.....        | New York.    |
| Knorr, Eliza.....          | New York.....        | New York.    |
| Kortright, Nellie.....     | New Lots.....        | Kings.       |
| Kuehn, Bertha.....         | Fishkill.....        | Dutchess.    |
| Kugeler, Annie C.....      | Ramapo.....          | Rockland.    |
| Kurz, Josephine.....       | New York.....        | New York.    |
| Landt, Lina.....           | New York.....        | New York.    |
| Larsson, Emma.....         | Stony Point.....     | Rockland.    |
| Levy, Jane.....            | New Lots.....        | Kings.       |
| Little, Antoinette.....    | Newburgh.....        | Orange.      |
| Logue, Catherine.....      | Yonkers.....         | Westchester. |
| Long, Mary.....            | New York.....        | New York.    |
| Long, Nellie.....          | New York.....        | New York.    |
| Lovell, Antoinette V.....  | Brooklyn.....        | Kings.       |
| Martin, May.....           | Riverhead.....       | Suffolk.     |
| McCatty, Ellen M.....      | Brooklyn.....        | Kings.       |
| McGirr, Kate.....          | New York.....        | New York.    |
| Millard, Cora L.....       | Beekman.....         | Dutchess.    |
| Miller, Eunice.....        | Gilboa.....          | Schoharie.   |
| Moore, Anna A.....         | Wappinger Falls..... | Dutchess.    |
| Muller, Margaret A.....    | New York.....        | New York.    |
| Norton, Elizabeth.....     | Binghamton.....      | Broome.      |
| Ogle, Catherine.....       | Newburgh.....        | Orange.      |
| Ogle, Elizabeth.....       | Newburgh.....        | Orange.      |
| Ottmer, Katie F.....       | Brooklyn.....        | Kings.       |
| Palmer, Elizabeth A.....   | Troy.....            | Rensselaer.  |
| Patterson, Grace.....      | Tarrytown.....       | Westchester. |

| Name.                      | Town.                 | County.           |
|----------------------------|-----------------------|-------------------|
| Pearce, Mabel C.....       | Kingston.....         | Jamaica, B. W. I. |
| Peter, Christina M.....    | New York.....         | New York.         |
| Phillipski, Annie.....     | Yonkers.....          | Westchester       |
| Pinder, Edna.....          | Middleburgh.....      | Schoharie.        |
| Poblinski, Bessie.....     | New York.....         | New York.         |
| Quinn, Annie.....          | New York.....         | New York.         |
| Rapp, Mary E.....          | Albany.....           | Albany.           |
| Rosenberg, Annie.....      | New York.....         | New York.         |
| Russell, Agnes.....        | Newburgh.....         | Orange.           |
| Sanford, Millie L.....     | Rhinebeck.....        | Dutchess.         |
| Schaefer, Catherine.....   | New York.....         | New York.         |
| Schoonmaker, Amanda.....   | Rochester.....        | Ulster.           |
| Sherwood, Carmie.....      | Phillipsport.....     | Sullivan.         |
| Snedden, Kate A.....       | New York.....         | New York.         |
| Spieles, Katie.....        | New York.....         | New York.         |
| Starbuck, Annie L.....     | Malta.....            | Saratoga.         |
| Streeter, Dora.....        | Canajoharie.....      | Montgomery.       |
| Sturmwind, Sarah.....      | New York.....         | New York.         |
| Taylor, Ella F.....        | New York.....         | New York.         |
| Taylor, Selina.....        | New York.....         | New York.         |
| Thadwald, Elizabeth.....   | New York.....         | New York.         |
| Tiedemann, Margaret.....   | New York.....         | New York.         |
| Turner, Gertrude.....      | Brooklyn.....         | Kings.            |
| Van Valkenburg, Carrie B.. | Oswego.....           | Oswego.           |
| Waidler, Ann L.....        | Long Island City..... | Queens.           |
| Weidmann, Lizzie.....      | New York.....         | New York.         |
| Welch, Fannie.....         | Brooklyn.....         | Kings.            |
| Wilson, Theresa.....       | New York.....         | New York.         |
| Young, Blanche.....        | New York.....         | New York.         |
| Zenner, Mary A.....        | Brooklyn.....         | Kings.            |
| Zettel, Johanna.....       | New York.....         | New York.         |

## APPENDIX.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the Institution in all respects, clothing and travelling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the Institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the third Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the third Tuesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health, and all matters other than those connected with education, must be addressed to the Superintendent.

The post-office address of the Institution is Station M, New York.

VI. The selection of pupils over twelve years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under twelve years and

over six, may be admitted to the Institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come at the rate of \$30 per annum, agreeably to the provisions of Chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expense to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children, that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or at least to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of pupil, in full.
2. Residence—Town, County, State.
3. When was he [*or she*] born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read the lips?
13. Is he cleanly or otherwise in habits?
14. Has he any acute disease, or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision,

eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy, or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had smallpox ?

19. Has he had the scarlet fever ?

20. Has he had the measles ?

21. Has he had the mumps ?

22. Has he had the whooping cough ?

23. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?

24. Are there any other cases of deafness in the family, among relatives or ancestors ?

25. What is the name of the father ?

26. Where was he born ?

27. What is the name of the mother ?

28. Where was she born ?

29. What is the name and post-office address of the correspondent ?

30. What is the occupation of the father ?

31. Have either of the parents died ?

32. Has a second connection been formed by marriage ?

33. Were the parents related before their marriage—*e.g.*, cousins ?

34. What are the names and ages of their children ?

35. What is the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?

36. Has he any special mark or peculiarity of appearance ?

37. Color, color of eyes, stature, color of hair ?

38. How long has the applicant lived in the State of New York ?

39. How long in the County above named ?

40. How long have the parents, guardian or nearest relative lived in the State of New York ?

41. How long in the County above named ?

42. By whom is this information given ?

43. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## LAWS AND BLANK FORMS.

### RELATING TO THE ADMISSION OF PUPILS.

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#### CHAPTER 325, LAWS OF 1863.

As amended by chapter 213, entitled, "An act relative to the care and education of deaf-mutes."

PASSED, APRIL 29, 1875.

*The people of the State of New York, represented in Senate and Assembly, do enact as follows:*

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or any Institution of the State for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child, within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the City of Rome, or in any institution in the State for the education of deaf-mutes.

§ 3. The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

---

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 and 10 (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 20, 1875.

§ 6. Every person resident in this State, between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State for three years preceding, and who may make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction*. The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths.

The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion,

extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution, shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1, of chapter 555, of the laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend, shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk, and Richmond, shall be sent to the institution for the blind in the city of New York: those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, on application, and in those cases in which in his opinion the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify from time to time, if he shall deem it expedient to do so.

§ 3 This act shall take effect immediately.



# APPLICATION.

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of , } ss.:

.....of the town of.....in said county, hereby certifies that he is] the.....of....., a deaf-mute child, residing in said town, and who was born on the....day of .....18.., and that in consequence of the want of education, the health, morals, and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated.....18 .

# CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, }  
County of , } ss.:

I have this day selected.....of the town of.....county of....., son [or daughter] of....., who was born on the.....day of.....18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of.....18 , to the.....day of .....18.., (he being then twelve years of age), to be educated and supported therein, during that period, at the expense of the county of .....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }  
..... of the town of  
.....

Dated.....18 .

**APPLICATION****FOR THE ADMISSION OF STATE PUPILS.**

*To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City :*

The undersigned, desiring to procure the admission of.....  
.....as a State Pupil, in the Institution above named for the purpose of receiving the benefits of Education, would submit the following statements of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows :

State,.....County,.....Town or city,.....

*Note.—(Name Street and Number.)*

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardian or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said Institution?

Answer.....

State any other fact, or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 .

NOTE—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent; state how the person making the application became conversant with the facts.

STATE OF NEW YORK, } ss.:  
County of.....

The undersigned, being duly sworn, says that ..... is the parent, guardian or relative of applicant above named, and that the above statement signed by ..... is true to the best of..... knowledge and belief.

Sworn to before me this..... }  
day of .....18 . }

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

TO THE HONORABLE.....

*Superintendent of Public Instruction, Albany, N. Y.*

The undersigned hereby recommend that the above named applicant,.....be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years,

from.....and that clothing be furnished by  
 .....

.....  
*Principal or Superintendent.*

### FORM OF BOND.

Know all men by these presents, that we.....of  
 .....in the county of.....and State  
 of... .., and.....of.....  
 in the county of.....and State of.....are  
 held and firmly bound unto....., the treasurer of the New  
 York Institution for the Instruction of the Deaf and Dumb, and his  
 successor in office in the sum of.....dollars, for  
 which payment, well and truly to be made, we bind ourselves, our  
 heirs, executors, and administrators, jointly and severally, firmly by  
 these presents.

Sealed with our seals. Dated at.....this.....  
 day of.....A.D.....

Whereas.....of.....in the county  
 of.....and State of.....has  
 been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if  
 the above named obligors shall well and truly pay, during the con-  
 tinuance of the said....., as such pupil, the sum of  
 three hundred dollars per annum for....board and tuition, semi-  
 annually in advance, and shall also pay in advance the sum of fifty  
 dollars a year for clothing, and shall also pay on demand all sums  
 charged to the account of said....for money or necessary  
 articles furnished to said.....; and shall also pay interest  
 on each bill, from and after the time it shall become due, then this  
 obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
 presence of }

..... [L. S.]

..... [L. S.]

## SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-Second and One Hundred and Sixty-Fifth streets. The entrances to the grounds are at the junction of Tenth Avenue and Kingsbridge Road, near One Hundred and Sixty-Third Street, about nine miles from the City Hall.

The Institution can be reached by all Elevated railroads to Harlem, and thence by Cable Road on One Hundred and Twenty-Fifth Street, to One Hundred and Sixty-Second Street on Tenth Avenue.

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## PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz : At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the third Tuesday of June, answering to Commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notice of which will be given in the newspapers.

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## FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruction of the Deaf and Dumb," incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

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|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | SETH GROSVENOR,           |
| WILLIAM DENNISTOUN,   | SIMON V. SICKLES,         |
| ELIZABETH DEMILT,     | THOMAS C. CHARDAVOYNE,    |
| MADAME ELIZA JUMEL,   | JAMES ANDERSON,           |
| SARAH STAKE,          | THOMAS FRIZZELL THOMPSON, |
| SARAH DEMILT,         | THOMAS RILEY,             |
| JOHN NOBLE,           | JAMES N. COBB,            |
| THOMAS EGGLESTON,     | ELIZABETH GELSTON,        |
| SAMUEL S. HOWLAND,    | ROBERT C. GOODHUE,        |
| THOMAS EDDY,          | DANIEL MARLEY,            |
| BENJ. F. WHEELWRIGHT, | ELIZA MOTT,               |
| MARIA M. HOBBY,       | SAMUEL WILLETTS,          |
| BENJAMIN ABRAMS,      | JAMES KELLY,              |
| JOHN ALSTYNE,         | LEONA L. BOLLES.          |

# SEVENTY-THIRD ANNUAL REPORT

AND

## DOCUMENTS

OF THE

### New York Institution

FOR THE

### Instruction of the Deaf and Dumb,

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1891.

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NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1892.

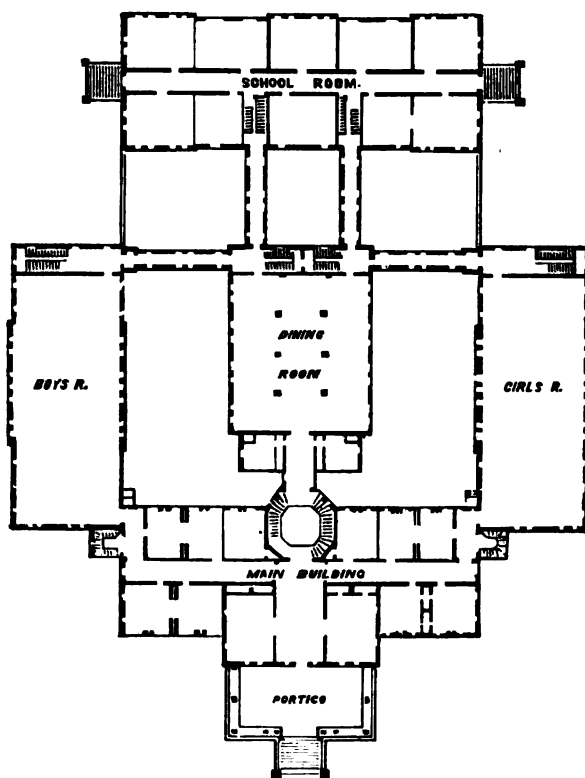




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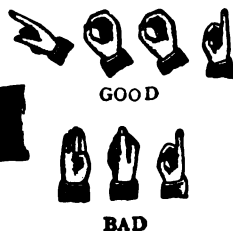
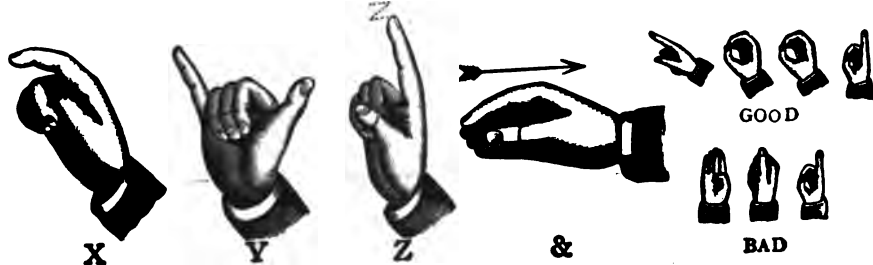
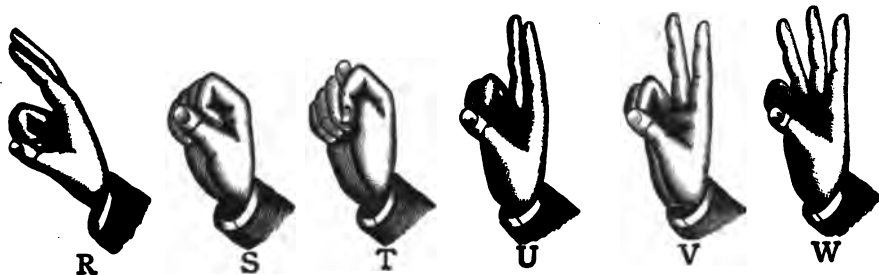
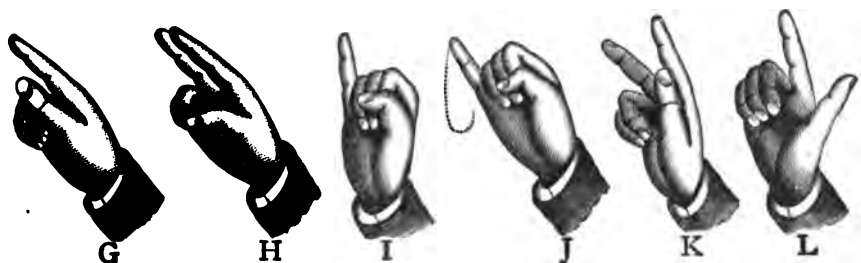
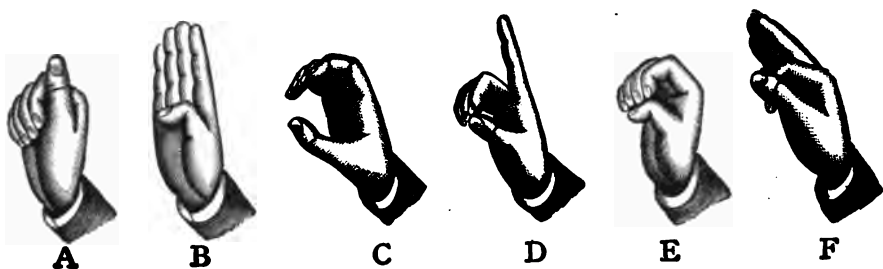
NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building.)



PRINCIPAL FLOOR.  
SCALE.

ft. 0 50 ft







# OFFICERS AND DIRECTORS.

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## PRESIDENT.

HON. ENOCH L. FANCHER, LL.D.

## FIRST VICE-PRESIDENT.

REV. CHARLES A. STODDARD, D.D.

## SECOND VICE-PRESIDENT.

MORRIS K. JESUP.

## TREASURER.

GEORGE A. ROBBINS.

## SECRETARY.

THATCHER M. ADAMS.

---

### *First Class—Term expires May, 1892.*

HEWLETT SCUDDER.

HON. ALBERT M. PATTERSON.

HON. ENOCH L. FANCHER, LL.D.

REV. CHAS. A. STODDARD, D.D.

WILLIAM A. WHELOCK.

EVERETT HERRICK, M.D.

AVERY T. BROWN.

EDGAR S. AUCHINCLOSS.

### *Second Class—Term expires May, 1893.*

MORRIS K. JESUP.

JAMES O. SHELDON.

EDWARD M. TOWNSEND.

GEORGE A. ROBBINS.

THATCHER M. ADAMS.

WILLIAM M. HALSTED.

GEORGE F. BETTS.

WALTER H. LEWIS.

### *Third Class—Term expires May, 1894.*

REV. THOMAS GALLAUDET, D.D.

DAVID S. EGLESTON.

BENJAMIN H. FIELD.

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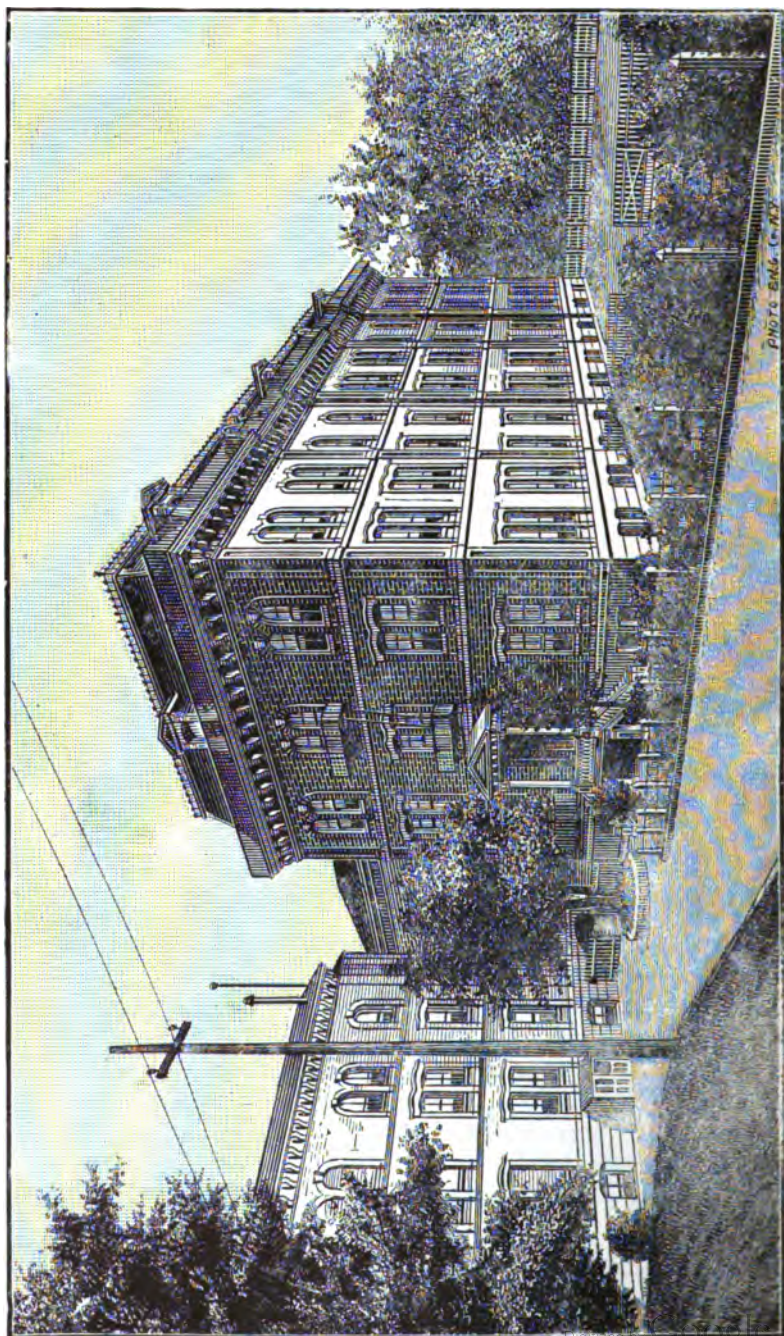
AVERY T. BROWN.

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NIGHT WATCH.

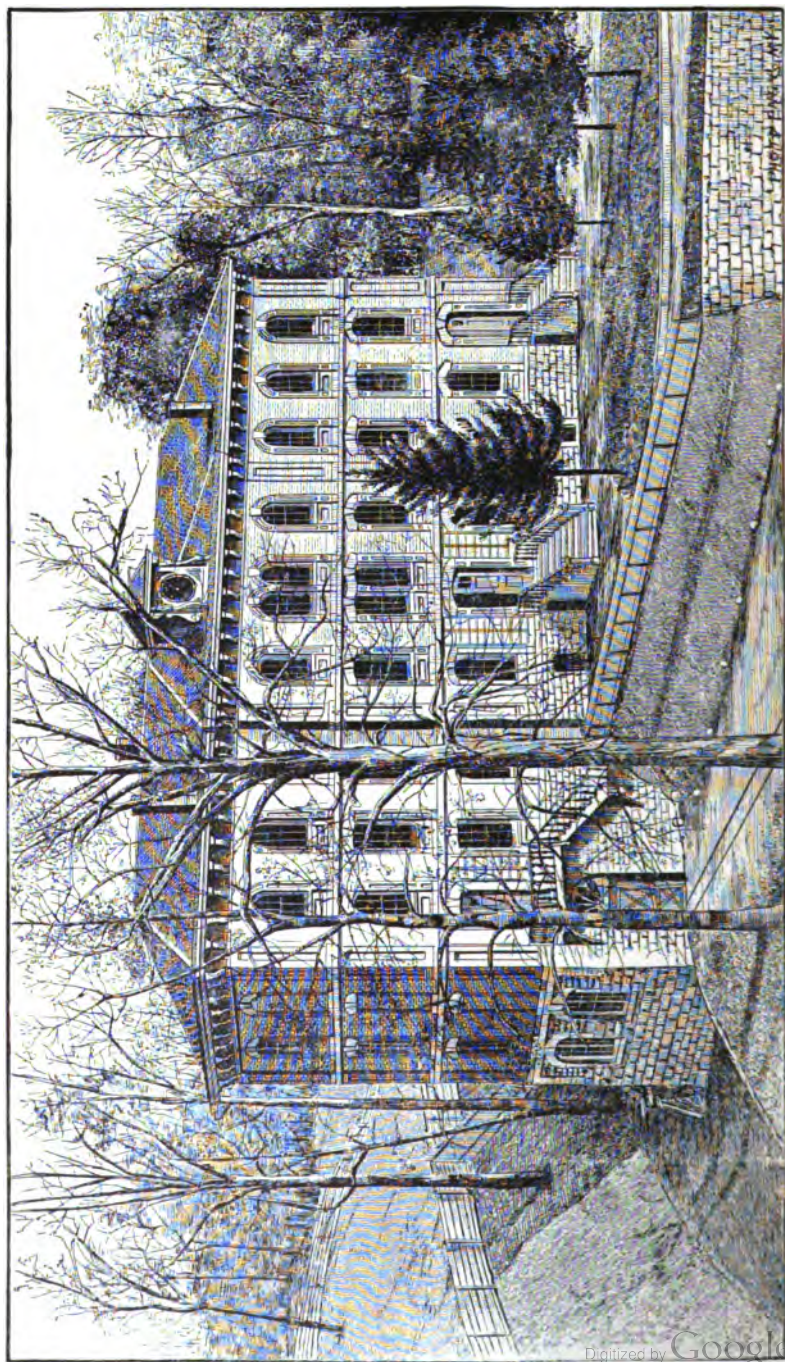
FREDERICK A. GERLOFF.

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**TRADES SCHOOL BUILDING.**

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# SEVENTY-THIRD ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York, their Seventy-Third Annual Report, for the year ending September 30th, 1891.

With this report are also submitted the separate reports of the Principal, Superintendent, Physician, Treasurer, and Committee on the Annual Examination, which furnish detailed information of each department in the Institution, the methods pursued and the progress made.

From the Superintendent's report, it will be seen that at the end of the year there were connected with the Institution 311 pupils, of whom 211 were males and 100 females. During the entire year, 335 pupils have been present, of which 227 were males and 108 were females.

The decrease in numbers is partly due to the fact that some of the pupils leave before their term is out, and thus sacrifice their advantages, and partly to the increased number of similar Institutions in the State.

As to the first cause, we would respectfully suggest to your honorable body the advisability of passing a compulsory education law for deaf-mutes.

We would also call your attention to the present law, which makes a three years' residence in the State requisite to admission, and to the remarks of the Superintendent on that subject, and respectfully suggest an amendment to the law, to read "one year" instead of "three."

During the past year the children were taught by sixteen teachers, including the Principal, of whom four devoted their entire time to teaching articulation and lip-reading, one taught drawing and applied art, and eleven taught the English language and cognate studies.

The increase in the number of teachers of articulation has caused a marked improvement in that branch of education. While we believe in the eclectic or combined system, we recognize the increasing value of articulation, and have used our best endeavors to advance in that line.

The report of the Committee on the Annual Examination, which was held in June last, shows in full our system of education, and is

well worth a careful study by all who are interested in deaf-mute instruction. The examiners who conducted the examinations, have kindly written reports, which are appended to the report of the committee.

The instruction in trades and manual labor has been continued, as in the past, with a view of giving each pupil the means of earning a livelihood on leaving the Institution, and with much success.

In the Art Department the progress has been very marked, and the pupils fitted for art work, some of whom have procured remunerative work after leaving the Institution.

In the report of the Principal, mention is made of the Fourteenth Convention of the Empire State Association of Deaf-Mutes, at which a resolution was passed emphasizing the propriety of making the per capita allowance for state pupils \$300 instead of \$250. This board would respectfully add their petition for such an increase. The allowance has been too small for many years past, and the past year shows a deficit of \$6,985.76, despite all their efforts to use as much economy as is consistent with health.

All expenses connected with the buildings and grounds are as great as when there were over five hundred pupils in the Institution ; while the decrease in number cuts short the revenue very materially.

The report of the Physician shows a remarkably good state of health, despite the drawbacks caused by pupils visiting their homes occasionally and almost always coming back in not near as good condition as when they left. Many of the pupils have their homes in the thickly settled tenement house districts of New York and Brooklyn, where comfort and good ventilation are rare, and where health and comfort are not as good as at the Institution.

The Board, fully appreciating their responsibility to God and to the State, have endeavored in the past year, as they have in previous years, to do their duty conscientiously in educating, mentally and physically, these unfortunate children, who are bereft of two of their senses. They fully appreciate the liberal action of your honorable body in the past, and submit confidently for your action the foregoing suggestions as to the future.

ENOCH L. FANCHER,  
*President.*

AVERY T. BROWN,  
*Secretary pro tem.*

## Report of the Principal.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—The interesting and important work of caring for and educating deaf-mutes has, during the year just brought to a close, been carried on in this Institution, with a degree of success that not only justifies confidence in the principles underlying the system pursued, but indicates an appreciable improvement in the methods of their application—methods destined to prove important factors in that advancement in our art, through which the average deaf-mute, handicapped, though he be, by the circumstances of his birth, is to be elevated to the plane already occupied by the more gifted of his class, and where all inferiority on his part to those in his sphere in life who can hear and speak, shall entirely disappear.

The number of pupils present within the fiscal year ending September 30th, 1891, was 335, of whom 227 were males and 108 females. Of these, 319 were under instruction during the academic year ending September 30th, 217 being males and 102 females.

The number of teachers, all of whom have had a long experience, and whose services are proportionately valuable, is at present sixteen. Of these, four devote all their time to instruction in articulation and lip-reading ; one, to instruction in drawing, painting, and the various branches of applied art ; and eleven, to instruction in the English language and the subjects embraced in the curriculum of study.

If to these be added eleven teachers of handicrafts—*viz.*, of printing, cabinet-making, carpentry, tailoring, shoemaking, gardening, baking, cooking, plain and ornamental sewing and dress-making—by means of which the pupils are enabled to support themselves when they leave the Institution, it will be seen that the number of persons directly engaged in instruction amounts to twenty-seven.

Except in the department of Articulation, in which special instruction for one hour is given to the classes in succession, each teacher in both departments teaches two different sets of pupils *per diem*, one in the morning and the other in the afternoon, the teachers belonging to the Educational Department giving four hours to each class, and those

in the trade school three hours. By this plan the pupils are closely occupied seven hours, in addition to which they have from one to two hours of independent evening study under proper supervision. The remainder of the twenty-four hours is devoted to sleep, meals, physical culture and recreation. This statement does not apply to the pupils under ten years of age, in the primary department, who are housed and instructed in a separate building, spend a longer time in school, and are not required to work in the shops.

This alternation of study, work and play, relieves the day of all tedium, while at the same time there is a steady progress which the pupils themselves appreciate and enjoy, looking forward, as they all do, to the time when, in spite of their infirmity, they shall take their part in life, as intelligent, well educated, God-fearing and self-supporting men and women.

The morals and manners of the pupils form a special object of instruction and solicitude, and their religious training, which, while entirely free from sectarianism, does not ignore the great facts and principles of revealed truth, makes easy the formation of a noble character on the basis of the highest motives.

To those bereft from infancy of all means of receiving and making communications, this is obviously in the highest degree important, as they are thus converted from irresponsible beings, who have no knowledge of the difference between right and wrong, into upright and reliable citizens.

Instruction in this, as well as in all other departments of knowledge, might easily be imparted through the language of signs, which, as is indicated in their case by nature, they acquire without effort in the society of the Institution, and which is adequate to the expression of all ideas whether concrete or abstract. As, however, if they are confined to this language alone, they will continue to be isolated from the great bulk of mankind, and will be debarred from independent access to every form of literature, instruction in the language of their country is indispensable to their highest welfare and enjoyment. The necessity of this being granted, there arises the question of how it should be accomplished.

Some educators, who for want of a better term are called *pure oralists*, insist that speech, and the recognition of speech through the reading of the lips, should precede writing in all instances. They refuse to derive aid from the language of signs, and depend on pictorial illustration, on objects, on circumstances, and on that form of instantaneous inference known as intuition, for explaining the meaning of words and sentences.

This does very well for semi-mutes who have learned to speak before

becoming deaf, or for the semi-deaf who have a sufficient degree of hearing to enable them to learn to speak and to comprehend speech with comparative ease, but for the true deaf-mute it has limitations which make the process slow, painful, and in many cases futile.

Others, who, in this country, have given to their system the name of "Visible English," advocate the substitution of words spelled with the fingers for the sign language, dispensing entirely with the latter. As the manual alphabet is more easily acquired than articulation, it is to that degree preferable as an instrument. By it are taught words and sentences as occasion for them arises, making alphabetic language the medium for acquiring the names of objects, and for making statements of movements and conditions.

The advantages of the system are that it gives exact forms of expression, and causes the language used by the pupils to be correct as far as it goes.

The disadvantages are that the inclined plane is so long that the range of expression is limited, and the general knowledge gained is proportionately small.

In this Institution we have what is called the Combined System, a system that rejects nothing that has been found of value in the education of the deaf, that embraces all the merits of other systems and is in great measure free from their faults. It is the result of an experience of nearly seventy-five years, during which it has been gradually developed. It has never made any absolutely new departure, though in the year 1831, under the principalship of the late Harvey P. Peet, LL.D, it received an impetus which, at a bound, gave it a conspicuous position.

The first steps consist in teaching the pupils to write and spell with the fingers the alphabet, as incorporated in the names of twelve objects placed before them and directly associated with these names.

The next step is to give directions, such as, "Touch the door;" ask questions, such as, "What did you do?" and elicit replies, such as, "I touched the door." On this principle of direction, question and answer in connection with an object, are introduced a considerable number of nouns, verbs, pronouns, numerals, adjectives and prepositions.

This point being reached, the teacher addresses language to the eye, by spelling with the fingers on every subject he has occasion to introduce, and requires from the pupils a responsive sign for each word and phrase as he gives it. If any pupil fails in any particular, the teacher stops to give the necessary explanation, by means of signs, and then goes on. At frequent intervals he requires his pupils to write out the sentences he has given them. Every lesson in their text books is, in this way, made clear to them, before they enter upon

its study. After this fashion, the English language is poured into their minds and made familiar from day to day, at the same time that the sign-language is called into requisition as a valuable test of and aid to their understanding. To make the language thus acquired available, daily practice is required in written composition, and it is interesting to notice how soon even the younger pupils will branch out from the narration of every-day events to the expression of their own independent opinions. All this is associated with a well-considered course in English, in which each step made becomes a stepping stone to that which is to follow, until the climax is reached of a thorough practical knowledge of English Grammar. Great attention is paid to the verb, in which the pupils have exercises so frequent that they become thoroughly familiar with all its voices, moods, tenses, and other variations. As a valuable aid in this connection, we have in use a system of grammatical symbols, that clearly represent to the eye the mutual relations of every word, phrase, and clause in the sentence.

In addition to this, an hour's instruction in articulation and lip-reading is given daily to all the pupils. This is based upon the phonic alphabet, wherein all the sounds of the English language are brought together and classified according to the organs by means of which they are uttered. To give the pupils an ability to pronounce distinctly and to recognize the labial indications of all these sounds, is to enable them to speak and read the lips. This is done by collections of sentences in a succession of series, each series containing all the sounds indicated by the alphabet. Lessons in reading are also given out for individual preparation, each pupil noting, by means of his dictionary, the pronunciation of the several words in his reader, and endeavoring to enunciate the same with emphasis and distinctness. Much attention is paid to the modulation of the voice and its location, so that it shall be full, natural, and euphonious, instead of being feeble, metallic or harsh, one of the teachers devoting her entire time to the development of the pupils in this direction.

But in the wisest course of instruction for the deaf, articulation is not to be regarded as any thing more than a mere accessory. It is only a means of expression, like writing and spelling with the fingers, and may be substituted for them at will. If thoroughly acquired, and associated with ability to read the lips with ease, it is a most valuable possession, placing every deaf-mute who is a master of the English language upon the same vantage ground as the hearing and speaking, but it is not to be regarded as *in any sense fundamental*.

The great teacher, Pestalozzi, who after long and patient experiment, arrived at the system whereby he produced that revolution in educa-

tional methods to which the schools of to-day are so greatly indebted, in speaking of his own son, whom he had taught by the old methods, used these remarkable words :

“He knew names, saying them by heart without attaching a meaning. To have a knowledge of words with no distinct idea of the things they represent, enormously increases the difficulty of getting at the truth. Why have I been so foolish as to let him pronounce important words without giving him a clear idea of the meaning? Ah, how far have I erred from Nature’s paths in my teaching! Oh, God! teach me to understand Thy holy, natural laws, by which thou preparest us slowly, by means of an innumerable variety of impressions, for conceiving exact and complete ideas, of which words are the signs.”

But for the sign language, how could we justify ourselves to a man who thought like this. How could we carry out the course of instruction we have described, with any thing like success. This language is a language of ideas. It is in no sense arbitrary. Every gesture is significant. It approaches Nature more nearly than any language of words, and no one can use it correctly who does not clearly understand the full significance of what he attempts to express. Associated with words, it becomes the true exponent of their meaning, and it is to the deaf-mute their true, because significant, pronunciation. Those who decry its use have either no experimental knowledge of its power, or they are led astray by a false philosophy, which mistakes the shadow for the substance.

By reference to the report of the Committee on the Annual Examination, it will be observed that, aside from the great attention necessarily devoted to the English language, the curriculum of study embraces all the subjects taught in common schools and academies for the hearing, a standard that is not maintained, and cannot be maintained, in schools that refuse to avail themselves of the great assistance, in interpretation, to be derived from the sign language.

While it is a cause for rejoicing that death has not invaded our household, our hearts have been touched with sorrow by the passing away of one who not only occupied in his later years a prominent position as a man of profound learning and commanding influence, but in his early manhood contributed not a little to the success of this Institution.

I allude to the late Frederick A. P. Barnard, who, after graduating at the head of his class in Yale College, where he also served as tutor, became, in the year 1832, a professor in this Institution, of which Dr. H. P. Peet was then the principal. He had already published two mathematical works, one an Arithmetic, of rare merit, and the

other, a treatise on Conic Sections, which was adopted as a text book in most of the colleges in this country, and when he entered upon his new field of labor, he displayed the extraordinary versatility of talent that has ever characterized his career, not only by acquiring a mastery of the sign language and of the whole system of instructing the deaf, of which he became a most skillful and successful practical exponent, but also by adding to the reputation of the Institution through contributions to the Quarterlies of the day, that gave rise to much discussion and interest, and by publishing a grammar which, growing out of the analysis of language required in his profession, was received with great favor by scholars, and gave the initial impetus to the new philology now so much esteemed.

For this work he invented a system of symbols which has been found extremely useful in abbreviating the processes of what is called parsing, and has, with a few modifications, been retained in this Institution as a most valuable means of promoting the progress of its pupils.

On his way to the University of Alabama, a professorship in which he accepted, after a service of six years in the cause of the deaf, he stopped at Richmond, and by his potent influence contributed to the establishment of the Virginia Institution for the Education of the Deaf and of the Blind.

Elected afterward to the presidency of the University of Mississippi, which he was the means of elevating to the highest rank among the institutions in the South, he became conspicuous by the high character of his voluminous writings, and was recognized as one of the pillars of sound learning in this country.

For such a man, the transition was easy to the presidency of Columbia College, which was then occupying the buildings vacated by this Institution on its removal to its present site in 1856, and, by a singular coincidence, found himself using, for his office, the very room in which he had, for so many years, been accustomed to give instruction to the deaf.

His early interest in the Institution induced him to become a member of the Board of Directors, and to render efficient aid to its Educational Department. While serving on the Committee of Instruction, he was the means of securing a valuable collection of scientific and philosophical instruments. He conducted, on several occasions, the Annual Examination of the pupils, of which he wrote reports so appreciative and discriminating, that they were quoted, with admiration, by the Editor of the *American Annals of the Deaf*, the quarterly organ of the profession, and when, on account of his engrossing duties at the college, he was no longer able to attend the meetings of the com-



mittee and the Board, he continued to manifest, till the day of his death, a sympathy with the work and the *personnel* of the Institution that endeared him greatly to those actively engaged therein.

On the 15th of April, 1892, exactly seventy-five years will have elapsed since this Institution was incorporated by Act of the Legislature. Inasmuch as the fiftieth anniversary of this event was celebrated in 1867 with appropriate ceremonies, it seems fitting that the 75th anniversary should receive the same recognition, in view, especially, of the coincidence of the year with that of the 400th anniversary of the discovery of America by Columbus, a discovery which has made possible the great republic that has made such free and ample provision for the education of the deaf and dumb.

The 14th Convention of the Empire State Association of Deaf-Mutes was held at Lyric Hall in this city, on the 9th of August last. The occasion was one of great interest, and the papers read were of a high order of literary merit. Among the resolutions passed was one emphasizing the propriety of making the per capita allowance by the Legislature for State pupils \$300, instead of \$250 as has been the case for some years, the argument being that instead of restricting the opportunities given to deaf-mutes to the demand of a severe economy, the appropriation should be sufficient to give every facility required. If the seven institutions in the State should unite in making a suitable representation to the Legislature in this regard, it seems probable that they would receive a favorable hearing.

#### ACKNOWLEDGMENTS.

At an exhibition given at the Church of the Pilgrims in this city, in the month of May last, a donation was made of \$66.50 for the benefit of graduates and inmates of the Institution, and placed in the hands of the Principal for such use as circumstances might require. It has enabled him to relieve cases for which public provision was not made, and calls for gratitude to the generous donors.

Our thanks are also due, and are hereby tendered to the editors and proprietors of the following publications, which have been sent free to the Institution for the use and enjoyment of its inmates :

#### *Annual.*

Sotheran's Current Literature, London, England.

Steven's Book List, London, England. (Ten copies.)

#### *Monthly.*

Our Record, Buffalo, N. Y.

Texas Mute Ranger, Austin, Tex.

The Acorn, Winthrop Centre, Me.  
 The New Method, Englewood, Ill.  
 The Sheltering Arms, New York City.  
 The Sunday School Journal, New York City.  
 The Pacific Banner, Winthrop Centre, Me.  
 Appleton's Literary Bulletin, New York City.  
 Dodd & Mead's New Publications, New York City.  
 Houghton & Mifflin's Literary Bulletin, Boston, **Mass.**  
 Arkansas Mite, Little Rock, Arkansas.  
 Lilly's Bulletin, Indianapolis, Ind.  
 Il Sordomuto, Milan, Rome, and Naples.

*Semi-Monthly.*

Sunday School Advocate, New York City.  
 The Silent Observer, Knoxville, Tennessee.  
 Nebraska Mute Journal, Omaha, Nebraska.  
 Maryland Bulletin, Frederick, Maryland. (Two Copies.)  
 Deseret Eagle, Salt Lake City, Utah.  
 Canadian Mute, Belleville, Ont., Canada.

*Weekly.*

Progress, New York City.  
 Uptown Press, New York City.  
 The Utica Herald, Utica, N. Y.  
 Juvenile Ranger, Austin, Texas.  
 The Rural New Yorker, New York City.  
 The Companion, Faribault, Minn.  
 The Tablet, Romney, West Virginia.  
 Honesdale Citizen, Honesdale, Pa.  
 The Uptown Visitor, New York City.  
 The Mute's Chronicle, Columbus, Ohio.  
 The Kentucky Deaf-Mute, Danville, Ky.  
 The Wisconsin Times, Delavan, Wis.  
 Deaf-Mute Mirror, Flint, Michigan. (Two copies.)  
 Dakota Advocate, Sioux Falls, S. D.  
 The Weekly News, Berkeley, California.  
 The Kansas Star, Olathe, Kansas. (Two copies.)  
 The Optic, Little Rock, Arkansas. (Two copies.)  
 The Deaf-Mute Voice, Jackson, Miss. (Two copies.)  
 The New York Evangelist, New York City.  
 The Goodson Gazette, Staunton, Va. (Two copies.)  
 The Messenger, Talladega, Alabama. (Three copies.)  
 The Weekly Mail and Express, New York City.

Our Little People, Rochester, N. Y. (Two copies.)

The Golden Rule, Boston and Chicago.

The Silent Press, Dayton, Ohio.

The Silent Worker, Trenton, N. J.

The Deaf-Mute Index, Colorado Spring, Col. (Two copies.)

Deaf-Mutes' Journal, New York City. (Four copies.)

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, WEST 163D ST.  
AND BOULEVARD, *October 1, 1891.*

## Report on the Annual Examination.

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JUNE, 1891.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—In accordance with established usage, the undersigned, a Committee to whom was intrusted the direction of the Annual Examination of the pupils, respectfully submit their report.

On the dates set apart for the examinations, Wednesday and Thursday, June 10th and 11th, the pupils, upon the conclusion of the regular chapel service, adjourned to their respective class rooms, where the examinations were held. The number of pupils on the roll of the Institution was three hundred and nineteen, of whom eighteen were absent. They were distributed into nineteen classes, embracing four grades, viz. : Juvenile, Intermediate, Grammar and Academic. As all the classes and sub-divisions were to be examined within two days, it was deemed expedient to the committee to divide their labors. In some instances, classes were examined by teachers specially appointed by the Principal for that purpose, and in other cases by gentlemen invited by the committee. In this connection, the committee avails itself of this opportunity to express its appreciation of the able services rendered by Rev. G. S. Plumley, D.D., Rev. W. F. Whittaker, D.D., Rev. John Chamberlain, Mr. Theodore Peet, and Mr. Benjamin Northrop, and the distinguished artist, Mr. Edward Moran, who examined classes and have written reports, which will be found included in this report.

As has been customary at the commencement of the examination, the Committee was furnished, by the Principal, with the appended schedule of classification, giving the designation and standing of each class, with the total number of pupils during the year, those present at the examination, and the names of the instructors :

SCHEDULE OF CLASSES, JUNE 10 AND 11, 1891.

I.—MALES.

| Class. | TEACHERS.             | Standing.           | Under instruction during the year. | Present at the Examination. |
|--------|-----------------------|---------------------|------------------------------------|-----------------------------|
| H. C.  | Enoch H. Currier..... | 8 to 11 years ..... | 18                                 | 15                          |
| I.     | Thomas F. Fox.....    | 8 years.....        | 16                                 | 16                          |
| II.    | Walter B. Peet.....   | 7 years.....        | 16                                 | 15                          |
| III.   | Thomas F. Fox.....    | 5 to 6 years.....   | 16                                 | 16                          |
| IV.    | William G. Jones..... | 5 years.....        | 13                                 | 12                          |
| V.     | William G. Jones..... | 4 years.....        | 17                                 | 16                          |
| VI.    | Walter B. Peet.....   | 3 years.....        | 18                                 | 18                          |
| VII.   | Chester Q. Mann.....  | 2 years.....        | 17                                 | 17                          |
| VIII.  | Chester Q. Mann.....  | 1 year.....         | 17                                 | 17                          |

KINDERGARTEN.

(Children under 10 years.)

|     |                        |                        |    |    |
|-----|------------------------|------------------------|----|----|
| I.  | Luann C. Rice.....     | 2 years.....           | 20 | 20 |
| II. | C. W. Van Tassell..... | 3 weeks to 1 year..... | 40 | 32 |

SPECIAL CLASS.

|                    |              |     |     |
|--------------------|--------------|-----|-----|
| Jane T. Meigs..... | Various..... | 9   | 8   |
|                    |              | 217 | 202 |

II.—FEMALES.

|       |                       |                    |    |    |
|-------|-----------------------|--------------------|----|----|
| H. C. | Ida Montgomery.....   | 8 to 11 years..... | 18 | 17 |
| I.    | Myra L. Barrager..... | 7 years.....       | 14 | 14 |
| II.   | Myra L. Barrager..... | 4 to 6 years.....  | 20 | 20 |
| III.  | Ida Montgomery.....   | 2 to 3 years.....  | 14 | 14 |
| IV.   | Josephine L. Ensign.. | 2 years.....       | 14 | 13 |
| V.    | Josephine L. Ensign.. | 1 year.....        | 20 | 19 |

SPECIAL CLASS.

|                     |              |     |    |
|---------------------|--------------|-----|----|
| Jane T. Meigs... .. | Various..... | 2   | 2  |
|                     |              | 102 | 99 |

RECAPITULATION.

| UNDER INSTRUCTION DURING THE YEAR. |     | PRESENT AT THE EXAMINATION. |     |
|------------------------------------|-----|-----------------------------|-----|
| Males,                             | 217 | Males,                      | 202 |
| Females,                           | 102 | Females,                    | 99  |
| Total,                             | 319 | Total,                      | 301 |

The *modus operandi* pursued was to submit to the pupils in the various classes series of suitable questions, which had been previously prepared by the Principal, by direction of the committee. These questions were designed to cover the particular course of study completed by each class, particular care being given to ascertain the relative progress of each pupil in language. Original written replies on paper, as far as possible, were required from the advanced classes, but the nature of the exercises taught the younger pupils rendered the large slates more useful than paper and pencil in exhibiting their progress.

### JUVENILE DEPARTMENT.

The five classes, three of girls and two of boys, designated as Juvenile, were composed mainly of little children from the age of six to that of twelve, with occasionally pupils over twelve put back from other classes. The classes of little girls were in the main building, and numbered forty-eight in all. Two classes of the boys, sixty in number, were at the Mansion House. All these had a nominal standing of from one to two years, though their time at school ranged all the way from a few days to three years.

These pupils have followed a system of instruction, which experience has proved an invaluable means of introducing them to a comprehension of language, which is the *desideratum* of instruction. As a preliminary, they are drilled in distinguishing twelve elementary objects and then to write the names of these objects. Next they are made familiar with their own names, ages and residences, and to comprehend directions in writing and the answering of questions. Through such training, beginners make rapid advancement in ordinary knowledge, unless they are of that class which is almost hopeless, which will be noted further on in this report. In all the juvenile classes, Peet's series of text books, including language lessons and Scripture lessons, are used to great advantage, as will be seen by a reading of the following reports from Mr. Theodore Peet and from Rev. John Chamberlain, who assisted in the examination of some of the classes in this department:—

#### MR. PEET'S REPORT.

- “It was my privilege to examine the class of Mr. C. W. Van Tassel, and to gain a knowledge of the process of laying the cornerstone of deaf-mute instruction. This gentleman instructs the youngest pupils; from him they gain their first impressions of education; it is his duty to lay the foundation, upon which the whole superstructure of their

future training shall rest. If the foundation of a building is the most essential part of it, the first training of the deaf-mute is a no less important part of his education. Mr. Van Tassell impressed me as a teacher of rare skill, a passed master in the art of laying foundations, an art which not many possess.

"The ages of his pupils range from six to ten years.

"The exercises were varied, ranging from touching objects upon a table, whose names had been written upon the blackboard by the teacher, to the writing of whole sentences upon the blackboard by the pupils. Simple exercises in addition were also performed. These little pupils have been taught to write their names and places of residence, a wise precaution, it seems to me, in case one of these children should be lost.

"The unfortunate boy, Orris Benson, who is blind, as well as deaf and dumb, showed remarkable results of careful training. He performed, with success, the exercises of the other pupils, and others in addition. He even had some ideas of color. He made signs for a boy's cutting his finger, and said blood was red. Leaves were green, he told me. He was very positive in his conclusions. He had taken hold of a schoolmate's hand, who had placed some crayons in a cup. His teacher asked him if he were sure his comrade had done what had been required of him. "Oh! yes; I *saw* him do it," the blind boy replied. This was his way of asserting in the most positive manner.

"THEODORE PEET."

#### MR. CHAMBERLAIN'S REPORT.

"With very great pleasure I have this day examined the class of boys taught by Miss L. C. Rice, at the New York Institution for the Deaf and Dumb. The examination has furnished unmistakable evidence of skill and fidelity on the part of the teacher, and of diligence and a good degree of attainment on the part of the pupils. As they are but just closing their second year of instruction, the chief object of study has of course thus far been language. When I reflect that two years ago they had no language, it seems really wonderful how much knowledge they have acquired of the intricate forms of English speech. They are familiar with the variations of the pronouns and know well how to substitute them for the nouns they represent, and are also quite at home with all except two or three of the most difficult of the irregular verbs. Nor have they merely learned a vocabulary of words, but readily put them together in the varied forms of simple sentences, knowing how to employ various prepositions. They have evidently been all the while learning to think and to make practical use of their vocabularies. They have gained a considerable range of information

regarding physical things, and made a creditable beginning in arithmetic. Their chirography is above the average of that of hearing boys of like age. They have all made some progress in articulation and lip-reading, and several of them, I think, give fair promise in that direction. They have acquired considerable knowledge of some portions of Holy Scripture and some of the fundamental moral and religious ideas. The class deserves much credit, and reflects credit upon the Institution.

“JOHN CHAMBERLAIN.”

“NEW YORK, June 11, 1891.”

### INTERMEDIATE DEPARTMENT.

Above the five classes of the Primary Department, there were four classes composed, with few exceptions, of pupils who entered at or after the age of twelve. One class had a standing of three years, one of four years, and two of five years, ranking according to attainment. Three of these classes were of boys, and one of girls.

The class of three years had finished the History of Animals in the Third Part of Peet's Course of Instruction, and had gone half through Monteith's First Lessons in Geography. In Arithmetic, all had been practiced in Addition and Subtraction. Peet's Scripture Lessons formed the basis of the Sunday readings.

The class of the fourth year had completed nineteen chapters in Goodrich's Child's History of the United States, and had also studied some fifty pages of Monteith's Manual of Geography. They also used Peet's Scripture Lessons. In Arithmetic, they had gone through the four ground rules.

The two remaining classes were of the fifth year; one was composed of girls, and the other of boys. They used, as text books, Mitchell's Primary Geography, Armstrong's Primer of United States History, Franklin's Elementary Arithmetic, and, on Sundays, the Bible.

While the studies mentioned were carefully attended to, constant drill in language was the main aim in the instruction of the classes. Dr. Peet's exercises on the verb were employed, and daily journals of current events were required of all the pupils, with the result of awakening and stimulating a desire for correct language. This practice of requiring regular original sketches from the pupils has proved of great value, not merely in improving their use and comprehension of language, but, especially, in the inculcation of habits of observation and thought. With deaf, as with other children, the awakening of that habit is a most powerful stimulus to further successful instruction.



**GRAMMAR DEPARTMENT.**

In the Four Classes which comprised the Grammar Department, there were included, with the exceptions and qualifications already referred to, those pupils who had been in school from six to eight years.

The Third Class of boys in this department had completed Goodrich's Child's History of the United States, and Swinton's Geography. They had had daily journals, exercises in Peet's Grammatical Analysis, and reading exercises from Scudder's Fables and Folk Stories. In Arithmetic, they had advanced to United States Money.

The Second Class, also of boys, in addition to the usual drill in language, had had dictation exercises in Monteith's Science Reader, and used, as text books, Monteith's Youth's History of the United States, Geography of the Western Hemisphere, the Bible, and Thomson's Graded Arithmetic. In the latter branch, they had gone through the reduction of denominate numbers.

The two most advanced classes of this department, one of each sex, consisted of the better portion of the pupils of seven and eight years' standing. They exhibited more uniformity of attainment, as well as greater proficiency in knowledge than the other classes of this department, as most of them had now finished the regular course of eight years, and, unless they were candidates for the High Class, were to graduate at the close of the term.

In the female class, the pupils were bright and intelligent, and had rewarded the efforts of their teacher by improvement in language and general knowledge. The progress they had made in history and geography, in weights and measures, in nature and art, and in Divine law, will promote their future comfort and happiness. The male class had used, as text books, Eggleston's History of the United States, Hooker's Book of Nature, Hutchinson's First Lessons in Physiology, Thomson's Graded Arithmetic, and had had practical daily exercises in Peet's Grammatical Analysis. Of this class, the following report was made by the Examiner :—

“NEW YORK, June 13, 1891.

“DR. ISAAC LEWIS PEET :—

“DEAR SIR :—I had the pleasure of examining the class of Professor Fox at the Institution, on Thursday last. I found the young men to be attentive, industrious, observing, extremely well versed in the subjects upon which they were questioned, and unquestionably well disciplined and instructed.

“In the line of composition, they did surprisingly well. When one

realizes that the English language as written or spoken is a foreign tongue to the deaf-mute, the proficiency of these young men in expression, and their wide vocabulary, spoke louder in the efficiency of the sign-language method of instruction than an army of speaking men could do.

“With great respect, believe me sincerely yours,

“BENJAMIN NORTHPROP.”

### SPECIAL CLASS.

This was a class of nine pupils, seven of whom were semi-deaf, and two were blind as well as deaf. The special examiner presents the following report :—

“I had the pleasant duty assigned me of conducting the examination of the class of Miss Jane T. Meigs. This lady gives almost her entire attention to training the deaf to speak. I made my own selection from the reader studied by the pupils. The sentences were then read from the lips of the teacher by the pupil, and then written by them upon the blackboard. These exercises and others showed a facility of reading from the lips and of speaking, which were commendable and praiseworthy.

“Two blind pupils, who are attached to this class, are worthy of especial mention. Richard T. Clinton, a young man of perhaps twenty, has a fluent and easy command of language. He has developed considerable skill in the use of the typewriter, and printed for me the appended matter.

“‘Maine is the most Northeastern State in the Union. The people are very moral and intelligent. The soil is covered with large pine trees. The climate is cold in winter and cool in summer. I would rather live there in summer than in winter.

“‘New York is often called the Empire State, because it leads all the other States of the Union in population and importance. The capital is Albany. The most important city is New York, situated on Manhattan Island at the mouth of the Hudson River. It is the largest city in America, and the greatest centre of business in America. Our school is in New York. The Hudson has always been celebrated for the beauty of its scenery, and has been called the Rhine of America.

‘RICHARD T. CLINTON.’

“His keenness and quickness in grasping an idea, are remarkable. He converses with the seeing pupils by the use of signs, with almost as much facility as those pupils converse among themselves.

“Catharine McGirr is also a blind pupil, much younger than Richard Clinton, and not so far advanced, but evincing a quickness of

perception and interest in the acquisition of knowledge that promises good fruit in the future. A remarkable trait in this girl was a sort of perception of color. She succeeded, in one or two instances, in giving the color of objects after feeling of them.

"I desire to congratulate Miss Meigs upon her success with her pupils who are greatly privileged by being under her instruction.

"THEODORE PEET."

### ACADEMIC DEPARTMENT.

The High Class, embracing the best scholars, without regard to time at the Institution, was composed of two divisions—the males, under the instruction of Prof. E. H. Currier, and the females, under Miss Ida Montgomery. These divisions included eighteen young men, and the same number of young women, making a total of thirty-six, of whom thirty-two were present at the examination. While the nominal standing of the class is from nine to eleven years, there were some pupils, who in less than eight years had outstripped their contemporaries in the other classes, and consequently the exact standing of the class varied. Of the excellence of the work accomplished by the class, the following detailed report by the Special Examiners will show :

NEW YORK, June 10, 1891.

The undersigned appointed by the Board of Directors, to examine the two higher classes of the New York Institution for the Instruction of the Deaf and Dumb, being respectively the highest Male class, and the highest Female class, respectfully report :

That in the Male Department the following list of studies was presented, *viz.* :—

Astronomy, Geology, Chemistry, United States History—Close of Revolution to Mexican War—Arithmetic, English Composition, Lip-reading, and Articulation.

The proficiency of the pupils was commendable. The thoroughness of the plan of instruction was especially obvious from the fact that the longer a pupil had been in the Institution the more satisfactory was his examination.

The exercises in English Composition showed a remarkable command of language. Striking differences in methods of thought and expression were noted as illustrating how an independence of the mental processes had resulted from the drill given by the teachers.

As illustrations, see the following from *congenital mutes* :

ADDRESS OF WELCOME.

*To the Examiner :—*

DEAR SIR :—Hoping, yet dreading, we show much fortitude in expressing our welcome of our examiner, with much faith in our abilities to answer successfully any questions that you might ask us. With our best efforts, we will try to pass satisfactorily. I remain, dear sir,

Yours, etc.

DEAR SIR :—It would not be a bit of surprise if we do not extend to you a *warm* welcome, for it is very hard for the examined to welcome the examiner. However, we welcome you as our distinguished examiner, hoping that you will enjoy yourself very much with your examining us. But pray, do not be hard on us.

Yours, etc.

The examination in United States History showed a very accurate knowledge of the several administrations, the measures introduced by them, the results of diplomacy and war, and the striking features of each.

As illustrations of the written examinations in this subject, two replies to the question, "Which of the Presidents do you most admire?" may exhibit the interest of the pupils in the study :—

"Washington ; nobleness personified ; he twice refused the crown of a kingdom."

"Washington ; because of his skill in conducting the war, his magnanimity in the time of peace, his regarding all men as equal, which is the chief feature of American life."

Perhaps the results in the examination in Chemistry were as satisfactory as those of any other branch of study. The students are well-grounded in it, and are prepared to enter upon laboratory work next year. Here is one paper.

*Question.*—What did the ancients consider the elements of Chemistry?

*Answer.*—They thought that fire, air, earth, and water were the four elements.

*Q.*—What is Crystallization?

*A.*—A spontaneous arrangement of particles into regular fixed shapes.

*Q.*—What is Vitrification?

*A.*—The process of converting certain articles into glass, by fusing them together by heat.

*Q.*—Of what gases is the atmosphere composed?

*A.*—Nitrogen with oxygen, and a comparatively small quantity of carbonic acid. Nitrogen is nearly 4 to 1 of oxygen.

Q.—What is the cause of the rust on iron ?

A.—Oxygen entering into combination with the surface of the metal, the combination being hastened by moisture.

Q.—What is Chemical Analysis ?

A.—It is the finding out of what a thing is made. The separation of a thing into its simple elements.

The papers in Astronomy, rapidly written, showed accuracy and diligence in previous study. One paper from the many is given.

Q.—Are the planets distinguished by any particular color ?

A.—Yes. Venus is a sparkling white ; Jupiter, a dullish blue ; Mars, a fiery red ; Saturn, white ; Uranus, blue.

Q.—Why do we not see the stars in the day time ?

A.—Because the rays of the sun are so strong that we are only able to see the blue of the sky. If we descend into a deep, dark pit, we may be able to see the stars during the day time.

As illustrating the work in arithmetic, these papers may suffice.

Q.—Nine feet of a flag-pole stands in the ground, which is  $\frac{3}{5}$  of its whole length ; what is its length ?

A.— $\frac{1}{5} \div \frac{3}{5} = \frac{1}{3} \times \frac{5}{3} = \frac{5}{9} = 75$  feet long.

Q.—An army lost  $\frac{1}{5}$  of its men in battle and  $\frac{1}{4}$  by sickness, and had 9,600 left ; what was its whole number ?

A.—The number lost =  $\frac{1}{5} + \frac{1}{4} = \frac{4}{20} + \frac{5}{20} = \frac{9}{20}$  of the whole. The remainder, or  $\frac{11}{20}$ , is 9,600.  $\frac{11}{20} = 1,920$ .  $\frac{9}{20} = 1,920 \times 8 = 15,360$ .

It was interesting to note how promptly the pupils prepared papers on geology, of which the following are examples illustrating the different ways in which the same questions were answered.

Q.—What are volcanoes ? and, tell all you can about them.

A.—They are mountains, which, through openings, occasionally throw up burning matter, or lava, together with stones, ashes, and in some instances, mud.

The term is from *Vulcan*, a Greek heathen deity, who was supposed to reside under Mt. Etna, engaged in forging thunderbolts for Jupiter. Volcanoes are most numerous in South America. They sometimes break out in the bed of oceans, and throw up material which forms volcanic islands. The most remarkable volcanoes of the world are Mt. Etna in Sicily, Mt. Vesuvius in Italy, and Mt. Hecla in Iceland. There are many extinct volcanoes—the most prominent of which is Mt. Auvergne, in France—with their craters resembling great basins covered with grass.

Q.—What are fossils ?

A.—The remains of animals and plants which have been imbedded in rocks, and changed into stone.

Q.—What are the principal metals ?

A.—Gold, silver, bronze, lead, brass, tin, etc.

Q.—What is smelting ?

A.—Roasting ores with fire, by which the pure metal can be extracted from the earthy part of the mineral.

Q.—What is meant by Geology?

A.—It is the science which treats of the structure of the earth's crust.

Q.—How have mountains come to exist?

A.—They are supposed to have come to exist from earthquakes caused by the eruption of volcanoes.

Q.—What produces the round stones found in the beds of rivers?

A.—The attrition, or constant rolling together on the bed of the river.

Q.—What are volcanoes? and, tell all you can about them.

A.—Volcanoes are mountains that discharge fire and lava, also ashes, through their craters. It is supposed that the interior of the earth is in a state of great heat. There are many active and many extinct volcanoes.

Q.—What are fossils?

A.—They are substances taken from the earth that have traces of leaves or animal matter left on them.

Q.—What are the principal metals?

A.—Gold, silver, nickel, zinc, tin, iron, copper.

Q.—What is smelting?

A.—It is the process by which we are able to abstract pure metals from stones and ores.

## FEMALE CLASS.

Entering the Female class, the examiners were greeted with several addresses of welcome, of which the following are fair examples, and are from pupils *congenitally* deaf:—

### ADDRESS OF WELCOME.

"We have been waiting for the day of our examination, which always comes before vacation. We must take the bitter before the sweet. We can hardly realize how rapidly time flies.

"You have come here for the purpose of asking questions for us to answer, and it is far easier to ask questions than to answer them, you know. We have been encouraged to do our best, and we have been studying as hard as we could. Yet we hardly expect to be able to answer all the questions with exactness, for English is a curious and difficult language. I hope you will have a very pleasant vacation, and that we shall not be entirely out of your mind when out of sight."

"It is a real pleasure to welcome you here. To-day is beautiful, and we are glad you are going to examine us, though we are not sure we can make the day a successful one. But be assured we will try our best to make your work as easy as we can. I cannot realize how rapidly the time has flown. I shall not be here next

year. I am really sorry to part from my friends and this school and my teacher; but my time has come. We have been studying hard. I hope you will be interested in the deaf-mutes, after you examine us. I will remember you, as you will be my last examiners. I will try to live so that I can pass my last great examination when I die."

In the Female department, the answers found in the papers were as a rule longer and with more of detail. They exhibited, however, the same careful work found in the Male class. Examples chosen from the papers are given, as follows :—

### *History of the United States.*

*Q.*—What was the cause of the Revolutionary War?

*A.*—Taxation without representation, is generally spoken of as the cause; but many events led to it, and it was evidently the design of Providence that the American colonies should become "free and independent states."

The Stamp Act passed by the English Parliament, in 1765, aroused a storm of indignation in the colonies, and was repealed the next year, but the English Parliament refused to recognize that the colonists were standing up for a principle, and soon laid a tax on tea. The tax was small, and the tea was cheaper than it had been before, but the colonists were firm in their stand, and the "Boston Tea Party" was held. English soldiers were quartered in the colonies, and carried themselves very insolently. Finally, the colonies resolved to fight for "liberty or death," and the wonderful state paper, "The Declaration of Independence," was adopted July 4, 1776. Eight years of toil and bloodshed elapsed ere the new nation, "The United States of America," was recognized, but it lives and prospers.

### *Mythology.*

*Q.*—Of what use is the study of Mythology?

*A.*—Mythology is a very important study, as all the books of the world are full of allusions to it; and, as it forms a part of the history of Greece, it is essential to our education. In fact, our education can not be complete without some knowledge of this interesting and fascinating study.

*Q.*—Tell me what you can about Ulysses.

*A.*—Ulysses was the son of Laertes, and became King of Ithaca when his father retired from the office. He is numbered among the most illustrious heroes of the Trojan War. The Odyssey gives a detailed account of his adventures on his way home. Some of these were his meeting with Circe, whose enchantments he resisted by means of a white flower which Mercury had given him; and that with Scylla and Charybdis. His adventures with the Cyclops and Sirens are also worthy of mention. After twenty years' absence from home, he returned to Ithaca to find his wife, Penelope, besieged with many suitors, whom he exterminated, with Minerva's aid, and then lived peaceably with his wife and son Telemachus.

During the Trojan War, it was Ulysses who succeeded in taking the

Palladium out of Troy with Diomedes. When Achilles died, his mother, Thetis, awarded his armor to Ulysses, and Ajax, who looked forward to possessing this prize, destroyed himself in his disappointment.

In the Odyssey this allusion is made to Ulysses : "He was a man of many thoughts, and a man of many woes."

### *Bible Studies.*

*Q.*—Who was John the Baptist ?

*A.*—John the Baptist was the son of Zacharias and Elisabeth, and was born under the influence of the Holy Spirit. The Angel Gabriel appeared unto Zacharias and prophesied his birth, and said, "His name must be John."

The Hebrew Genealogical Table dates John's birth six months before the infant Jesus. He was ordained a priest, and preached the Gospel, calling sinners to repentance, and "preparing the way for a mightier one, whose shoe latches I am unworthy to unloose." His revelations of the dazzling power of the Messiah, brought many people to hear him.

Herod, King of Judea, met this wonderful prophet, who reproached him for his unholy relation with his brother Philip's wife ; and for this, the king had John bound and cast into prison.

On the occasion of Herod's birthday, a banquet was given in his honor, and Salome, the daughter of Herodias, danced before him and won his approbation. The king thereupon swore a royal oath, that whatsoever the fair damsel asked, the boon would be granted. Salome, instigated by her mother, begged the head of John the Baptist, and it was brought on a charger to the damsel, who took it to her mother. His disciples, afterward, came and took the body of John the Baptist, and buried it.

The examiners are tempted to increase the number of quotations, from the excellent and interesting papers ; but these must suffice as examples of the work done under the eye of the visitors.

In both departments, most excellent illustrations were presented, in forcible pantomime and descriptive gesture, of standard hymns, and the choicest poetry, forms of literature which give special pleasure to the children of silence.

These were so graphic, spirited and natural, as to convey, even to those not conversant with the sign-language, the thoughts and feelings of the authors.

The illustration in lip-reading, in the vocal utterances of words, especially in the repetition of entire sentences, was very gratifying. Some of these pupils, when they graduate, will doubtless be able in their homes to communicate in speech with their friends. Too much praise cannot be awarded to Professor Currier and Miss Montgomery,



whose diligent and patient labors, experience in instruction, and zeal and enthusiasm in class work, are reflected in the exceptional proficiency of the pupils of their classes.

All of which is respectfully submitted.

G. S. PLUMLEY,

WILLIAM F. WHITTAKER,

*Special Examiners of the High Class.*

#### ART.

The result of the work accomplished in the Department of Art is summed up in the accompanying report of the examiner.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :—*

"DEAR SIRS :—After my visit to the Art Department of the New York Institution for Deaf-Mutes, and a careful examination of the excellent work done there, under the teaching and guidance of Miss Le Prince, I am more than ever convinced that such instruction is invaluable to all children so afflicted.

"To my mind there can be no calling, trade, or profession, so well adapted to happiness and usefulness in all their future, as the knowledge of, and ability to practice the Fine Arts, or Industrial Arts.

"Surely the law of compensation is more applicable to the deaf-mutes than to persons blessed with all their faculties.

"The training of the eye of the deaf-mute should be paramount to all other modes of instruction, as being the most beneficial in all paths of life to those who can neither speak nor hear.

"Miss Le Prince has my best wishes for the continuance of her success in this noble cause. The work of her pupils has been admirable, and calls for high commendation.

"Very truly yours,

"EDWARD MORAN,

"426 Fifth Avenue, New York City."

"June 11, 1891."

#### CLOSING EXERCISES.

At eleven o'clock in the morning of Tuesday, June 16th, the closing public exercises were held in the chapel, in the presence of a large and intelligent gathering of gentlemen and ladies, embracing Directors and

friends of the Institution, parents and friends of pupils, and many others who came from motives of benevolent or philanthropical interest. The following was the

### PROGRAMME.

#### I. PRAYER.

#### II. ADDRESS BY THE PRESIDENT.

#### III. REPORTS OF COMMITTEES.

1. General Report on the Examination, by the Chairman of the Committee appointed by the Directors.
2. Special Report on the Examination of the High Class, by REV. G. S. PLUMLEY, D.D., and REV. W. F. Whitaker, D.D.
3. Special Report on the Examination of the Department of Art, by Mr. EDWARD MORAN.
4. Reports on the Examination of the Primary and other Departments, by REV. JOHN CHAMBERLAIN, MR. THEODORE PEET and MR. BENJAMIN NORTHROP.

#### IV. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISAAC LEWIS PEET, LL.D.

1. Salutatory Address, by Richard R. Tweed.
2. Impromptu replies, by members of the High Class, to questions proposed by the audience.
3. Elementary exercises, by children in the Primary Department.
4. Reading, writing and composition, by Orris Benson and Richard T. Clinton, two blind deaf-mutes.
5. Exercises in dictation, illustrating the "combined" system of teaching the deaf.
6. The petitions in the Lord's Prayer, given orally, in succession, by a class of girls.
7. Graduating essay, by Agnes Craig.
8. Ancient hymn, "Art Thou Weary? Art Thou Languid?" by Margaret A. Boyd and Agnes Craig.
9. Graduating Essay, by Martha Hasty.
10. Descriptive signs and vocal utterance, by Winfield E. Marshall.
11. Graduating Essay, by Mary A. Kelly.
12. The Twenty-third Psalm, recited antiphonally, in concerted signs, by a choir of girls.
13. The Holbrook Prize Essay, by May Martin.
14. "The Valley of Silence," given simultaneously in signs and speech, by Ella F. Taylor and May Martin.
15. Valedictory Oration, by William Coombs.

#### V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS, AND PRIZES.

#### VI. DOXOLOGY, IN CONCERTED SIGNS.

#### VII. BENEDICTION.

This programme was carried out in a way to excite great interest.

Without going into details, we must content ourselves with appending the Salutatory Address, the Essays, and the Valedictory, which were as follows :

## SALUTATORY ADDRESS.

Prepared in writing and delivered in signs by Richard R. Tweed.

*Ladies and Gentlemen:*—To-day closes the seventy-third school year of this noble old Institution, to which you all are cordially welcomed. Commencement Day to us is the most important day of any in our academic year. We hope your visit will prove of great advantage to deaf-mutes, for your testimony that deaf-mutes can become useful citizens can be given, since you have inspected our work in the Industrial Department, and will now see evidences of what has been accomplished in the Educational Department.

When, two years hence, at the end of three-fourths of a century, shall be celebrated the seventy-fifth anniversary of the establishment of this Institution, with no spirit of boasting, I think I may safely say that the New York Institution has, in its three-fourths of a century of existence, more than kept abreast with the best institutions in the world. At this moment, when we recall by how great struggles the institution was, at the beginning, established; how people believed that it was impossible for it to succeed in its purposes, because the deaf-mutes were ignorant and could not learn, our class motto seems peculiarly appropriate, "*Per angusta ad augusta*" (Through trials to triumphs). During this existence, hundreds, yes, thousands of our unfortunate class have been rescued from darkness and carried into light. For nearly seventy-five years, within the walls of our *Alma Mater*, has been going on the noble work of restoring human beings to society. What a marvel! for we are prepared for a better life, and leave this Institution as well-bred and useful members of that society in which we could have had no part, had not this Institution been founded. What a noble work! Has not this Institution reason to be proud of what has been done? This day recalls to mind my pleasant school life, and also at this moment I can but think what a sad day is to-day. At the end of this day, we, who for years have been as brothers and sisters, shall part, and though we are sorry to go, yet we are not afraid to go, for this Institution has furnished us the education and the trade with which we can fight in the wide world with pluck and courage, and thus we will surely win the battle.

How large our debt of gratitude to the State of New York! But we will endeavor to show ourselves useful citizens, and so, in a measure, repay the debt. No other State has done a nobler work than the State of New York in the cause of deaf-mute education. As the past is secure in its marvelous success, may the future, if possible, be a steady and constant improvement upon the past. Again, in behalf of the Class of '91, I bid you welcome.

## ESSAY ON FAITHFULNESS.

By Agnes Craig.

Faithfulness means "steadiness, truthfulness and loyalty." We need not be learned to possess it ; we need not be rich to acquire it ; but we must be true in our purpose to attain it. The truly faithful souls are those who do their duty, no matter how unimportant the one in hand may seem in itself, or how remote and uncertain in its results. Every one of us who will leave here this summer should remember and be faithful to our *Alma Mater*, because she has been very kind to us, and we have learned much while under her tender care ; and we all ought to be thankful and faithful to her. We must, first of all, be faithful to our dear Lord, because He is always faithful to all the people. He came into the world and died for us, and He taught many things to us about Faith, Hope and Charity, etc., and we all ought to try to be like Him. There are plenty of verses about Faithfulness in the Bible.

Faith is a beautiful word. The secret of success in life is faithfulness in little things. If we pray to our Heavenly and Faithful Father to help us, surely he will help us, for He loves us very much.

We must be faithful to our home duties. If a boy is not faithful in every-day duties, he will not succeed in great things. Many distinguished men have risen from very humble beginnings.

We must be faithful as friends. "A faithful friend is a strong defence ; and he that hath found such an one hath found a treasure."

The Bible says : "Be thou faithful unto death, and I will give thee a crown of life."

"Faithfulness in the humblest part,  
Is better at last than proud success ;  
And patience and love in chastened heart,  
Are pearls more precious than happiness ?"

## ESSAY ON WORK.

By Martha Hasty.

Work is a necessity for men and women. It is not wholly a curse, for it will very surely lead us to be successful and prosperous in life.

Suppose we had no work on the earth, we would miss the pleasure of accomplishing wonderful things. No one can be famous without working.

Our Saviour wishes us to work and do good at every opportunity in the world. When Jesus Christ came down from Heaven, He performed some wonderful works. He did not seek his own comfort. He wants us to follow his example, and says : "Whosoever will be chief among you, let him be your servant."

We ought to be persevering in acquiring a knowledge of many different employments, and workers should be honored. Dr. Harvey Prindle Peet, who became Principal of this Institution in 1831, was a man of great perseverance, industry and patience, in his work for the deaf and dumb. Before he came here, the pupils did not learn and work well. We ought to be grateful to him, for we have a good school and some wise teachers. We are taught to work with our brains and with our hands. Our brains direct. Our hands execute. Both together will make us independent and useful in the world.

I will close by quoting a poem about *work*.

"Work, and pure slumbers shall wait on thy pillow,  
Work, thou shalt ride o'er care's coming billow,  
Lie not down, wearied 'neath woe's weeping willow,  
Work with a stout heart and resolute will,  
Work for some good, be it ever so slowly,  
Work for some hope, be it ever so lowly,  
Work, for all labor is noble and holy."

#### ESSAY ON "THE VALUE OF HEALTH."

By Mary A. Kelly.

I will say a few words about the "Value of Health," as I think it is something we should take great care to preserve, as the proverb says, "Health is better than Wealth." If we can keep ourselves in good health, we may be happy and useful to others. We always ought to have good food that we can digest. We must have good sleep at night, and we ought to go to bed early and get up early in the morning. We must take exercise and have plenty of fresh air, as it will keep our health. We must go out of doors regularly.

Here the deaf-mute girls have always wished to have some gymnastic exercise, for they have not any good exercise in bad weather, though they need it very much.

Every school ought to have nice playrooms to make the pupils strong and healthy, and send them out into the world with "sound minds in sound bodies." The body needs education as much as the mind. The proverb says, "He who wants health, wants everything."

Our Heavenly Father made our precious bodies, so we must take great care of them, and we must never neglect them, as God wants us to be healthy and strong.

I will select some bits of poetry :—

"Reason's whole pleasure, all the joys of sense,  
Lie in three words : Health, Peace and Competence."—*Pope*.

"Better to hunt in fields for health unbought,  
Than fee the doctor for a nauseous draught ;  
The wise, for cure, on exercise depend,  
God never made his work for man to mend."—*Dryden*.

## HOLBROOK PRIZE ESSAY, "THE POWER OF EXAMPLE."

Prepared in writing and delivered orally by May Martin.

Example is anything which we imitate, or that is intended to be copied. It may be good or bad, and each man's character will develop according to the nature of his chosen pattern, which *should be* always true and beautiful.

"Heaven doth with us as we with torches do,  
Not light them for themselves."

An artist cannot make a good picture from a bad subject ; the sculptor who wins the world's praise, is he who seeks to perpetuate graceful forms.

"What," wrote gentle Philip Sidney, "doth better become wisdom than to discern what is worthy the loving?"

The men of note, the truly great, have been inspired to their achievements by noble influences. The children of the present are to be the models for a future generation. How important, then, that these children themselves have wise parents to imitate. "All that I am, my mother made me," said John Quincy Adams.

There is the example of precept and the example of practice ; the first awakens a desire to emulate, the second leads to the fulfillment of such desire.

The second is best, for it is nobler, and also harder, to *act* than to *wish*, and "Actions speak louder than words."

Sir Richard Steele says that the greatest gratitude shown a friend is to "let him see you are the better man for his services, and that you are as ready to oblige others as he is to oblige you." Even the animal and insect world is full of useful examples. The poet Gay seemed to realize this when he composed the lines,—

"The daily labors of the bee  
Awake my soul to industry ;  
Who can observe the careful ant,  
And not provide for future want?"

The example set by the wicked is a great power for evil which good men grow weary of combating. It seems as if the influence of one bad man were equal to that of ten upright ones, but we know that it is not so. Virtue is mightier, and shall triumph in the end. Even the humblest follower of Right may be a powerful instrument. I sometimes think what a delightful surprise Heaven has in store for those who simply do their duty, and do it well, unconscious that their example is followed.

What a grave responsibility have the men in "the high places of the earth." How pained and shocked we are to hear of a corrupt ruler,

when we can so clearly foresee the effect upon his people. Oh that Albert Edward may, as the future king of England, develop a life that shall not be in contrast with that of his wise, excellent, and exemplary mother.

Who can hold up Napoleon Bonaparte as a guide to the youth of to-day? He little recked the value of human life, if his own false ambition was gratified. Men were slain by thousands, their homes desolated, their wives and children driven to despair,—all for one man who cared not to make his life beautiful. To be the founder of a line of kings was his sole aim. All we may learn from him is the littleness of such ambition. Turning from him, let me now recall one of our own heroes—crowned with laurel and cypress. Abraham Lincoln won no great battles on the field, as Napoleon did. His were the glorious victories of peace, and of the mind and heart, and the lesson for us to con is that of patient, generous struggle for the good of men; self-improvement, not self-aggrandizement; hatred of oppression; compassion for the erring; and full and free forgiveness of the penitent. Noble soul! “With malice towards none, with charity for all,” he lived and died, and lives again in the heart of the Nation.

The influence of the ministers of God’s word over the flocks entrusted to them, depends in great measure upon their daily life, not so much upon their manner of preaching. The sermons that touch the heart most are not spoken or written, but are felt and seen. Upon the example of the teacher depends the character of the pupil. One may sometimes fail to mould a scholar as he wishes, but if he himself practices what he has taught, he will not fail to give an impression, even though it only be to make his pupil admire virtue without imitating it. Many a time, when he has given up hope, and the two have parted, the glad tidings will come that his work has yielded fruit. “Cast thy bread upon the waters, for thou shalt find it, after many days.” Teachers sometimes fail to realize the value and power of their example. Surely, it is their duty to develop character as much as to train the mind.

The pupils themselves, especially the older ones, may exert much influence by their example. They should remember this, and seek to elevate the standard of the school in mind and manners, not alone in athletics.

Lives may be lost or saved, and minds debased or elevated, by the power of example. A young girl, by the sea, may discover human beings in peril on the waters, and as she thinks of her own safety, remember Grace Darling. A noble resolve animates her, which acted out, will rescue the perishing. A person constantly in the company of frivolous companions, will become narrow-minded and lose his desire

for self-improvement ; one who associates with refined and intellectual people, will, often unconsciously, imbibe their graces of mind.

The power of example may be compared to the influence of natural surroundings. How wonderful is the spell of beautiful scenery ; it calls forth all that is best and highest in our natures and inspires a yearning for still nobler ideals.

Above all, and beyond all, let us remember Him, who is the Great Exemplar of Mankind. Through the beautiful gospel which was shown in his life and by his sublime sacrifice, is the world made better and stronger. He it was who gave us this beautiful verse, "Let your light so shine before men that they may see your good works and glorify your Father which is in heaven."

It seems to me that I cannot better conclude than by quoting what the venerable President of Dartmouth University wrote, in a graceful paraphrase of an answer given by a former pupil at an exhibition here, to this question, "What is your idea of Music?"

" 'Tis men who by their lives unfold,  
Men holy, wise, devout, upright,  
A pæan to our God on high  
Which swells in Heaven eternally."

#### ESSAY ON EMIGRATION, AND THE VALEDICTORY ADDRESS.

Prepared in writing and delivered in signs by William Coombs.

In the earliest stages of human society, when man's chief subsistence depended upon hunting and fishing, his wild wanderings over large territories could hardly be regarded in the light of emigration. These savages were merely tribes that adopted no fixed habitation. They left behind no trace whatever of any human element that necessarily contributes to the formation of a nation. Subsequently, the countries which they had traversed remained in an unchangeable condition, unless discovered and settled by the other tribes, or rather by more civilized people who were gifted with higher motives for the preservation and prosperity of their future generation. The intermingling of opposite races tends to produce new thoughts, new ambitions, and, in short, effects the culmination of one important purpose—that is, to found a nation and strengthen it, or to colonize other countries, apparently in order to enrich the parent province by returns yielded by these colonies. The geographical features were the primitive factors that determined the formation of human society. The earliest nations known to history were developed in the three great alluvial plains of the Nile, the Tigris and Euphrates, and the Indus. Here nature spontaneously produces all the needed articles of food, such as dates,



rice, and other cereals; and the fact that they, with slight labor, yielded immense returns, made a large population possible. Accordingly, in these fertile countries, men made permanent settlements, and this was, indeed, a great advance on the nomadic emigration of Abraham and Jacob, with their families and flocks and herds. If we go beyond the realms of profane history, we will find in the Hebrew Scriptures that the dispersion of races occurred in the "Land of Shinar," or Mesopotamia, in the Tigro-Euphrates basin, and also that this exodus was caused by the Providential impediment in the confusion of tongues to the progress of architecture in the Tower of Babel. As planters of colonies, the Phœnicians, who were the earliest commercial people on the Mediterranean shores, exerted an important influence over the progress of civilization and of political freedom. They emigrated to Greece under the leadership of Cadmus, who carried the alphabet there. This wonderful means of expressing thought was, in its crude form, quite unintelligible, but when it was introduced into Hellas, or what is now Greece, the Greeks at once proceeded to penetrate into the most abstruse mysteries of the alphabet and bring it up to a high standard of perfection. Thus Greek literature, enriched by the introduction of arts and sciences into Greece by the Egyptians, who were immigrants, became ablaze with the political orations of Pericles and Demosthenes—both of whom contributed greatly to the democracy of the Hellenic nation—and with the philosophies of Socrates and the logic of Aristotle. This fact may not be applied to the true meaning of immigration; but if the Phœnicians or Egyptians had not mixed themselves with the Hellenes, the "glory that was Greece" would never have dazzled the surrounding countries, which sent forth large numbers of immigrants, who were attracted by the more definite political relations to be found there. At the time of the conquest of Greece by Rome, the former's intellectual influence increased, till finally the great Roman Empire was Greek in point of arts and sciences, while it was Roman, viewed from a political standpoint. All talents and riches poured into Rome, by virtue of her foreign conquests, which made her the mistress of the world in the fifth century. When the Teutons, a powerful tribe in Northern Europe, had shattered the glorious empire, they immediately introduced her riches and talents into whatever country they happened to possess, and, as a consequence, arose to be a powerful nation.

The modern civilized kingdoms, empires and republics, of Europe, took their early steps toward a higher civilization after the breaking up of the great dominion of Rome. From this time to the fifteenth century, Europe was constantly occupied with wars, conquests, new empires, and the like. However true that these movements of the

people were purely of a military character, yet the countries in which they settled afterwards became powerful and prosperous nations. This state of things was due chiefly to the appearance in these countries of different classes of humanity, which, when mixed together, laid the foundations of the present political dominions of Europe.

During this stormy, yet promising period, America was shrouded in darkness. The old eastern hemisphere was supposed to be the only country in the world; but the problem of facilitating overland trade between Spain and India by water, resulted in the accidental discovery of America. The legends of Columbus, Vespucci, and the two Cabots; the explorations of Balboa and Ponce de Leon; the favorable maintenance of settlements of emigrants from Europe; these fascinating stories were the leading inducements for the constant, unprecedented stream of humanity that flowed from the other side of the ocean to the new Western World. The Pilgrims, actuated by the desire for freedom of religion and from civil strife, came to America, or rather emigrated there on a small scale, and laid the corner-stone of our Republic. They were immediately followed by other people, till the new country became the home of all nationalities. Various petty colonies were established, and they were at length united in one confederacy, known as the United States, the two chief objects of which were, one to strengthen her government, and the other, to prevent foreign interference with her affairs. One hundred years ago, the United States threw her doors wide open for the poor and oppressed of all nations. This liberal policy is the foundation of the rapid and wonderful development of our republic, which is now pronounced the best governed country in the world.

In conclusion, the rise and progress of the various nations of the world is, without doubt, the most definite consequence of the constant emigration from country to country. The history of emigration is, in the truest sense of the word, the history of mankind. Art, literature and science, have been diffused throughout the world by emigration, and many changes in politics and civil liberties have been effected during the wanderings of the different people over the globe. The variety of the natural resources of newly-found lands is a leading attraction to men, women and children, from older nations. The spirit of emigration carries with it new ideas on art, politics, morals and religion, while, on the other hand, that of immigration accepts them or changes them into a more elaborate form. These two different spirits, however, have the same end in view, which is to maintain the perpetuity of their subjects' countries, and have from time immemorial dominated the movement of human beings to secure larger freedom of thought and action.

*Honorable Gentlemen of the Board of Directors:*—In a few hours, we shall have passed out from your kind and watchful care. Through your wisdom and foresight, the Institution has been established on a secure foundation, and carried on most successfully. We shall ever carry with us sincere esteem for your great interest in us, during these years in which we have been pupils. May the richest reward for what you have done be vouchsafed you. Farewell.

*To the Principal, Professors and Teachers:*—To-day finds us possessed of a good education, and every possible requisite for our success in the new life we are about to enter upon. At one time, it seemed impossible to impart knowledge to those bereft of one of the most important senses, yet that you have refuted this fallacy, is attested by the result of your work for our welfare, both intellectual and moral. You have taught us not only the Word of God and our duty to Him, but also all the practical principles which govern the actions of civilized men, and the many interesting and instructive talks and sermons that you have accorded us, will always be present in our memory. Farewell.

*To the Superintendent and Officers of the Administrative Department:*—By the attention that you have paid to our physical necessities, we have been prepared to fight the battle of life. To you we owe a debt of gratitude for the various trades we have learned, in order that we might be able to support ourselves when school life was ended. We shall ever remember you as the good Samaritans who have comforted the weak and soothed the thirsty. We depart with the hope that you will be prospered in all the years to come. Farewell.

*Graduating Classmates:*—How sad it is to think that after to-day we shall no longer live together as brothers and sisters, who spent the happiest hours of life in the same institution. We have studied together; we have played together; together we have organized clubs and societies; and never did we realize that we should some time be obliged to bid farewell to one another. But the time has come when we must leave the scene of our pleasant associations. Let us, however, be consoled by the reflection that though we shall be widely separated before the sun of to-day sinks below the western horizon, we can recall with pleasure our pleasant life while pupils in the Institution. May we abide by our class motto, "Through Trials to Triumphs," and so doing, we shall always uphold the reputation of our *Alma Mater*. Let this ever be our care; and let us always remember that by the lives of her graduates is the honor of Fanwood sustained. Farewell.

The conclusion of the literary exercises was followed by the presentation of the certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 16, 1891.

#### PREAMBLE AND RESOLUTIONS.

**WHEREAS**, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the Committee appointed by the Board of Directors for that purpose ; and,

**WHEREAS**, The same has been found satisfactory with regard to the attainments and conduct of the following named pupils, *viz.* :—

Hiram Black,  
George Bohmler,  
Henry Cohen,  
Terry Fallon,  
Jeremiah Hayes,  
Teddy Keegan,  
William Kreicheldorf,  
George Krekel,

Charles Lehmer,  
Daniel F. Lynch,  
Morris Marks,  
Leslie G. Marshall, Jr.,  
Martin V. Schleich,  
Floyd Shufelt,  
Elizabeth M. Anderson,  
Emma Bammann,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That Myar Drasky, the term of whose appointment will expire on August 8, 1891, be, and he is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, to make up the period of five years to which he is entitled as a State pupil.

*Resolved*, That Fannie Welch, the term of whose appointment will expire on September 1, 1891, be, and she is hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years, to make up the period of five years, to which she is entitled as a State pupil.

*Resolved*, That Louis Unger, the term of whose appointment will expire on February 10, 1892, be, and he is hereby recommended to the

Superintendent of Public Instruction, to be continued under instruction for four years, to make up the period of five years to which he is entitled as a State pupil.

*Resolved, That*

Henry Bettels,  
James Britt,  
John J. McEvoy,  
William Moore,  
Andrew Paul,  
Hermann Probst,

Stanley Robinson,  
John H. Van Seggar,  
Johanna Buss,  
Mary Eaton,  
Mena Jost,  
Ann L. Waidler,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved, That* a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved, That*, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

Hiram Black,  
George Bohmer,  
Henry Cohen,  
Terry Fallon,  
Jeremiah Hayes,  
Teddy Keegan,  
William Kreicheldorf,  
George Krekel,

Daniel F. Lynch,  
Morris Marks,  
Leslie G. Marshall, Jr.,  
Martin V. Schleich,  
Frank A. Stryker,  
Floyd Shufelt,  
Elizabeth M. Anderson,  
Emma Bammann,

Charles Lehmer.

*Resolved, That* the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

Archibald McL. Baxter,  
Henry Bettels,  
James Britt,  
Nicholas Burland,  
Gustave Erdman,  
Peter Fatier,

Andrew Paul,  
Herman Probst,  
Stanley Robinson,  
Burdette Smith,  
James Thompson,  
John H. Van Seggar,

Peter Glosque,  
John Goor,  
William Gurnee,  
Theodore Lorcer,  
Robert E. Maynard,  
William Moore,  
John J. McEvoy,  
Frank H. McMickle,

Antoine Wagele,  
Johanna Buss,  
Mary Eaton,  
Florence H. Hand,  
Eliza M. House,  
Mena Jost,  
Annie Phillipski,  
Ann L. Wälder,

Mary A. Zenner.

*Resolved*, That certificates for a modified course of supplementary study be awarded to

Henry J. Kennedy,

Dora Streeter.

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

William Coombs,  
Richard R. Tweed,  
Agnes Craig,

Martha Hasty,  
Mary A. Kelly,  
May Martin.

*Resolved*, That the prizes for rapidity and accuracy in type-setting, be awarded as follows :

First prize, to Martin Glynn ; Second prize, to James Britt ; Third prize, to John Hogan.

*Resolved*, That prizes be given to the pupils of each division for proficiency in their respective trades, viz :—

#### SHOEMAKERS.

Division I.—William Gurnee.

Division II.—John H. Van Seggar.

#### CARPENTERS.

Division I.—Benjamin C. Dennison.

Division II.—Wesley Resue.

#### CABINET MAKERS.

Division I.—Louis F. Hermann.

Division II.—John Campbell.

#### TAILORS.

Division I.—Samuel Hofstater.

Division II.—Herman F. Beck.

GARDENERS.

Division I.—James Ogle.

Division II.—Nicholas Burland.

GENERAL WORK.

Division I.—John H. Delaney.

*Resolved*, That the prize for dressmaking, in the Matron's department, be awarded to Ella F. Taylor.

*Resolved*, That the prize for skill displayed in shirt making be conferred upon Emma Bammann.

*Resolved*, That the prize for plain sewing be adjudged to Maud Gibbs.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :

Division I.—First prize, Frank Avens ; Second prize, Morris Marks and Herman Lamm.

Division II.—First prize, Anton Suk ; Second prize, Henry Greenwald and Dora Streeter.

*Resolved*, That the prizes for proficiency in cooking be awarded, in Division I., to Mabelle S. Fish, and, in Division II., to Johanna Zettel.

*Resolved*, That the prize for improvement and scholarship in the first five years' course, be awarded to Emma Bammann.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Johanna Buss.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to Stanley Robinson.

*Resolved*, That the Cary Testimonial be awarded to Robert E. Maynard, for superiority in scholarship and character.

*Resolved*, That the Alstynne Prize, for general excellence of character and perseverance in well-doing, be awarded to Mary A. Kelly.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies embraced in the intermediate course, be awarded to Agnes Craig.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to Martha Hasty.

*Resolved*, That the Chardavoyne Prize, for penmanship and book-keeping, be awarded to Richard R. Tweed.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to William Coombs.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to May Martin.

All of which is respectfully submitted.

THOMAS GALLAUDET,  
J. HOOD WRIGHT,  
AVERY T. BROWN,

*Committee on the Annual Examination.*





## TREASURER'S ACCOUNT

FOR

THE YEAR ENDING SEPTEMBER 30, 1891.

| RECEIPTS.                                                             |           | EXPENDITURES.                     |                    |
|-----------------------------------------------------------------------|-----------|-----------------------------------|--------------------|
| From the State of New York for board and tuition of State pupils..... | 54,812 40 | For Groceries and Provisions..... | 24,053 65          |
| From Counties, for board, tuition and clothing of County pupils.....  | 31,676 96 | For Salaries and Wages.....       | 14,198 76          |
| From paying pupils, for board and tuition.....                        | 775 60    | For Schools.....                  | \$31,653 29        |
| From board of teachers.....                                           | 1,575 00  | For Art Department.....           | 880 17             |
| From Printing Office.....                                             | 938 98    | For Clothing.....                 | 4,054 34           |
| From Discount on audited bills.....                                   | 181 98    | For Shoe Shop.....                | 2,121 09           |
| From sales of coal.....                                               | 128 00    | For Tailor Shop.....              | 1,855 57           |
| From sales of clothing.....                                           | 63 67     | For Building and Repairs.....     | 8,061 00           |
| From sales account Cabinet Shop.....                                  | 50 04     | For Carpenter Shop.....           | 4,143 54           |
| From sales of books.....                                              | 38 50     | For Printing Office.....          | 1,600 53           |
| From sales account Tailor Shop.....                                   | 33 23     | For Garden.....                   | 879 82             |
| From sales account Shoe Shop.....                                     | 18 00     | For Cabinet Shop.....             | 809 82             |
| From sales of barrels.....                                            | 15 76     | For Furniture.....                | 2,087 11           |
| From sales of groceries.....                                          | 2 88      | Cooking School.....               | 149 03             |
| From sales of rags.....                                               | 2 45      | For Fuel and Lights.....          | 8,566 19           |
| From sales of dry goods.....                                          | 1 55      | For Stable.....                   | 824 79             |
| From sales of camphor.....                                            | 1 50      | For Washing.....                  | 2,671 58           |
| From Real Estate & Building Fund, for deficit for the year.....       | 6,965 76  | For Hospital.....                 | 989 14             |
|                                                                       |           | For Contingent.....               | 2,445 01           |
|                                                                       |           |                                   | <u>\$96,741 20</u> |

## MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies, is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner and Cary Funds are reserved for uses prescribed by the terms of the several bequests.

| DR.                                                     |                                         | REAL ESTATE AND BUILDING FUND. |                                               | CR.                 |  |
|---------------------------------------------------------|-----------------------------------------|--------------------------------|-----------------------------------------------|---------------------|--|
| 1890.                                                   |                                         |                                |                                               |                     |  |
| Oct. 1.                                                 | To balance from old account.....        | 246,925 18                     | By 3 Executive Committee Drafts.....          | 1,551 40            |  |
| "                                                       | " legacy of Mary Rogers.....            | 2,000 00                       | " James A. Deering professional services..... | 625 08              |  |
| "                                                       | " legacy of Benjamin F. Butler, Sr..... | 12 49                          | " arrears of taxes paid under protest.....    | 50 84               |  |
| "                                                       | " principal of Bond and Mortgage No. 5  | 2,170 00                       | " assessment for opening 162d St.....         | 11,985 20           |  |
| "                                                       | " principal of Bond and Mortgage 108    |                                | " cost of Tax Search.....                     | 10 00               |  |
| "                                                       | " W. 102d St.....                       | 18,000 00                      | " Bond and Mortgage No. 5.....                | 2,170 00            |  |
| "                                                       | " on acct. principal of Bond and Mort-  |                                | " Bond and Mortgage on 103 W. 102d St.....    | 18,000 00           |  |
| "                                                       | " gage 1798 9th Ave.....                | 1,000 00                       | " Bond and Mortgage on 1798 9th Ave.....      | 1,000 00            |  |
| "                                                       | " interest on Bonds and Mortgages.....  | 11,083 08                      | " General Fund for deficit for year.....      | 6,985 76            |  |
| "                                                       | " interest on balance in Trust Cos..... | 455 59                         | Sep. 30, 1891. By balance to new account..... | 248,886 01          |  |
| "                                                       | " damages awarded for opening 162d St.  | 5,118 00                       |                                               |                     |  |
|                                                         |                                         | <u>\$286,164 29</u>            |                                               | <u>\$286,164 29</u> |  |
| 1891.                                                   |                                         | <u>\$248,886 01</u>            |                                               |                     |  |
| Oct. 1.                                                 | To balance from old account.....        |                                |                                               |                     |  |
| Mem. - General Fund owes for advances made, \$49,316.35 |                                         |                                |                                               |                     |  |
| DR.                                                     |                                         | LIBRARY FUND.                  |                                               | CR.                 |  |
| 1890.                                                   |                                         |                                |                                               |                     |  |
| Oct. 1.                                                 | To balance from old account.....        | 4,107 96                       | By Library Committee drafts.....              | 79 05               |  |
| "                                                       | " interest.....                         | 188 66                         | Sep. 30, 1891. By balance to new account..... | 4,227 57            |  |
|                                                         |                                         | <u>\$4,806 62</u>              |                                               | <u>\$4,806 62</u>   |  |
| 1891.                                                   |                                         | <u>\$4,937 57</u>              |                                               |                     |  |
| Oct. 1.                                                 | To balance from old account.....        |                                |                                               |                     |  |

| FRIZZELL FUND.       |                                  |                   | CR.                              |
|----------------------|----------------------------------|-------------------|----------------------------------|
| DR.                  |                                  |                   |                                  |
| 1890.                |                                  | 1891.             |                                  |
| October 1.           | To balance from old account..... | 3,175 32          | By balance to new account.....   |
|                      | " interest                       | 106 82            |                                  |
|                      |                                  | <u>\$3,282 14</u> | <u>\$3,282 14</u>                |
| 1891.                |                                  |                   |                                  |
| October 1.           | To balance from old account..... | 3,282 14          |                                  |
| HARRIET STONER FUND. |                                  |                   |                                  |
| DR.                  |                                  |                   | CR.                              |
| 1890.                |                                  | 1891.             |                                  |
| October 1.           | To balance from old account..... | 187 97            | By balance to new account. . . . |
|                      | " interest                       | 6 61              |                                  |
|                      |                                  | <u>\$194 58</u>   | <u>\$194 58</u>                  |
| 1891.                |                                  |                   |                                  |
| October 1.           | To balance from old account..... | 194 58            |                                  |
| CARY FUND.           |                                  |                   |                                  |
| DR.                  |                                  |                   | CR.                              |
| 1890.                |                                  | 1891.             |                                  |
| October 1.           | To balance from old account..... | 129 15            | By balance to new account.....   |
|                      | " interest                       | 4 54              |                                  |
|                      |                                  | <u>\$133 69</u>   | <u>\$133 69</u>                  |
| 1891.                |                                  |                   |                                  |
| October 1.           | To balance from old account..... | 133 69            |                                  |

## RECAPITULATION.

|                                    |                     |                                                  |                     |
|------------------------------------|---------------------|--------------------------------------------------|---------------------|
| Real Estate and Building Fund..... | 243 886 01          | Cash in N. Y. Life Insurance and Trust Co.....   | 22,758 81           |
| Library Fund.....                  | 4,227 57            | "    United States Trust Co. ....                | 13,580 54           |
| Frissell Fund.....                 | 3,233 14            | "    Bank of Metropolis .....                    | 2,684 16            |
| Harriet Stoner Fund.....           | 194 58              | "    Inst. for Savings of Merchants Clerks ..... | 5,845 97            |
| Cary Fund.....                     | 183 69              | "    Seamen's Bank for Savings .....             | 2,492 01            |
|                                    |                     | Bonds and Mortgages.....                         | 205,867 50          |
|                                    | <u>\$251,678 99</u> |                                                  | <u>\$251,678 99</u> |

STATE OF NEW YORK,                    }  
CITY AND COUNTY OF NEW YORK,        } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 31st }  
day of October, 1891.

WILLIAM H. ROCKWOOD,

*Notary Public, New York.*

[SIGNED.]       GEORGE A. ROBBINS.

## Report of the Superintendent.

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*To the Directors of the New York Institution for the Instruction of the Deaf and Dumb :—*

GENTLEMEN :—In accordance with the usual custom, I herewith submit the facts and incidents pertaining to the department committed to my care, for the year ending September 30th, 1891.

While that period has been characterized by no unusual event, there are substantial grounds for Thanksgiving on many lines, particularly for the general good health of our pupils, as reported by Dr. Alexander, the Attending Physician. Their immunity from serious or fatal sickness for several years past, when we consider the physical condition in which many of them came to us, is, to say the least, remarkable.

That the location of the Institution is a healthy one, admits of no question ; with a perfect system of drainage and ventilation, an abundant supply of water, in addition to the nourishing diet and health-giving regularity of their mode of life at the Institution, there is no reason why general good health should not prevail. In this connection, however, it is proper to say that the frequent visits of our pupils to their homes, has a decided tendency at times to nullify our efforts in maintaining a uniform condition of health. Many of their homes are located in the densely populated portions of the great city, in small, ill-ventilated apartments, which do not admit a ray of God's sunlight from January to December. As a consequence, the pupils thus environed, who leave us in good physical condition, for a brief period at home, rarely return in like condition. Our experience has been such in this regard, that we have come to dread the holiday seasons.

This system of home going, however, seems inevitable, particularly as many of the parents make it one of the conditions on which their

children will be allowed to remain connected with the school, that they shall be permitted to visit their homes at certain intervals ; besides, the spirit of that old familiar line,

“ Be it ever so humble, there is no place like home,”

is abroad in the land, and the idea is most firmly fixed in the minds of both parent and child.

### SUMMARY OF PUPILS

Connected with the Institution for the year ending September 30, 1891.

|                                                | Males | Females. | Total. |
|------------------------------------------------|-------|----------|--------|
| Number connected with the Inst. Sept. 30, 1890 | 210   | 100      | 310    |
| Absentees dropped from the roll.....           | 15    | 5        | 20     |
| Number present Oct. 1, 1890.....               | 195   | 95       | 290    |
| Former pupils re-admitted.....                 | 2     | 1        | 3      |
| New pupils admitted.....                       | 30    | 12       | 42     |
| Whole number.....                              | 227   | 108      | 335    |
| Number who have left the Inst. during the year | 16    | 8        | 24     |
| Number connected Sept. 30, 1891.....           | 211   | 100      | 311    |

By the foregoing table, it appears that 335 pupils have been present during the year. Of this number, 227 were males, and 108 were females, who were supported as follows :—

|                                  |            |
|----------------------------------|------------|
| By the State of New York.....    | 216        |
| By the Counties of New York..... | 85         |
| By the State and Counties.....   | 25         |
| By Parents and Guardians.....    | 6          |
| By the Institution.....          | 3          |
| <b>Total.....</b>                | <b>350</b> |

The twenty pupils dropped from the roll for non-attendance, as appears by the foregoing table, represent pupils who have from one to three years' time remaining to their credit on our books. Three of these subsequently returned, and were re-admitted, while seventeen of the number sacrificed their opportunity for obtaining an education so fully offered them by the liberality of the State, and to this arrangement parents and friends seemed to yield their willing assent.

The number of this class for the present year is below, rather than

above, the average, as by a careful comparison it is found that at least 8 per cent. of our numbers is lost annually from the result of this standing evil. Our books show an aggregate diminution of our number from this cause alone, for the past three years, of about 80 pupils. With the existence of this state of things, together with the fact that there is now established one school for the education of the deaf for every eight counties and a fraction in the State, the wonder is, not that our numbers are lessening, but that the ratio of attendance has been so well sustained.

The clause in the State law relative to the admission of State pupils making a three years' residence in the State requisite, is found occasionally to exclude very worthy pupils from receiving the benefits of an education, to which they would be entitled under the law at a later period. The result is a loss to the applicant, of some two years of the most favorable period for acquiring knowledge.

If this clause could be amended to read *one year* instead of *three*, it would prove a great blessing to this class, while the State would not suffer in the least by the change, as it would in reality expend no more for their education than it does under the three-years clause, the only difference being, the expenditure would begin two years earlier.

A catalogue of pupils is herewith submitted.

#### FINANCIAL.

The quarterly bills for the board and tuition of State pupils have been, as usual, rendered and collected by the treasurer direct.

All drafts or warrants received from the Counties of the State, for support of County pupils or clothing of State pupils, are now transmitted to the treasurer immediately after they are received and credited on the Institution books.

The miscellaneous petty collections from individuals, sales from shops, and from whatsoever other sources, have been promptly turned into the treasury by Superintendent's check.

Quarterly detailed statements, by the treasurer, of expenditures and receipts, have been transmitted to the State Comptroller at Albany.

The expenditures for the year, as shown by the treasurer's account, were.....\$96,741 20

The current receipts for the same period were..... 89,755 44

Leaving a deficit of..... \$6,985 76

The expenditure has been some two thousand dollars less than that for the year previous, and about seven thousand dollars less than that of five years ago.



The current receipts have also fallen off some two thousand as compared with the previous year, growing out of the continued diminution of the number of pupils, previously alluded to.

#### REPAIRS AND IMPROVEMENTS.

Under the advice and by direction of the Executive Committee, the necessary repairs to buildings and grounds were kept well up during the school term, and during the vacation months such matters as can best be done at that time were attended to.

The interiors of all the buildings were thoroughly renovated, and all necessary painting and kalsomining was done.

A large amount of steam fitting, and considerable plumbing, was done by the engineer and his assistant.

The roofs, gutters and leaders on all the buildings, received general attention—the gutters received a coating of Prince's Metallic Paint in oil—many of the older leaders being replaced by new ones.

New desks and benches were made and placed in boys' primary department, and a new three-seat water closet built for use of Mansion House boys.

A small tubular steam boiler was placed in basement of Mansion House, to take the place of the old one, which was considered unsafe.

For the accommodation of the older female pupils, the large dormitory, on the upper story of the south wing, has been divided by dwarf partitions, measuring four hundred and forty lineal feet by six feet six inches high, making fifteen rooms of varying size, accommodating from two to five beds each. A passage through the centre of the dormitory, one hundred feet by seven, gives ample space for ingress and egress. Over this passage-way the gaslights are arranged, so that no necessity exists for light in the respective rooms.

This improvement involved the expenditure of \$365.90 for lumber, the labor being performed mainly by the foreman of the carpenter shop, with the assistance of those of his boys who remained with us during the vacation.

The arrangement affords a certain amount of privacy which could not be secured in the large room, and is greatly enjoyed and fully appreciated by the occupants.

The radical changes made last year in all our dormitories, continue to give the utmost satisfaction; the woven-wire mattresses are all that could be desired, and are a source of gratitude on the part of the pupils to the Board for its liberality in authorizing the expenditure which has resulted so satisfactorily to all concerned.

The large pond east of the Hudson River Railroad, and on the westerly boundary of the Institution property, has been filled in

during the year, with rock and earth taken from the excavation made in opening One Hundred and Sixty-Fifth Street. It required 12,380 cubic yards of filling to bring the surface to one foot above the high-water mark. The area or surface of the ground thus made measures 80,400 square feet, equivalent to thirty-two city lots. The total cost of filling was \$2,500.

#### INDUSTRIAL.

That each one of our pupils who shall have reached a suitable age, shall have the opportunity to learn one of the trades taught at the Institution, is one of the fixed regulations of its management. The importance attached to this regulation is felt to be so vital in its bearing upon the future welfare of every pupil who graduates from the Institution, that special pains have been taken, money has been expended and effort made to encourage and carry out our plans, by which our pupils, male and female, shall be placed, so far as possible, in a position whereby they may, on leaving the Institution, gain, by their own efforts, a livelihood.

The trades taught our boys are Printing, Shoemaking, Carpentering, Cabinet Making, Tailoring and Gardening.

The female pupils are taught Dressmaking, Shirt Making, Tailoring, Plain Sewing and Cooking.

Three hours per day are given to industrial training, while the balance of the day is devoted to the class-room and recreation. There is, therefore, sufficient variety to interest, instruct and amuse, so that school life at the Institution is not only pleasant, but entirely relieved from monotony and unrest, which comes from long periods of study and work.

The parents of our pupils are invariably consulted in the selection of trades for their children.

In the conduct of our several industries, the one central idea kept in view is to benefit our pupils. In tabulating the results of their labors, the values given are simply a means of fixing the amount and character of work accomplished without reference to any monetary consideration.

Our industrial work for the year may be summarized as follows :

#### PRINTING.

Edwin A. Hodgson, in charge ; number of boys employed, twenty-eight ; from 13 to 21 years of age.

The activity and earnestness that has characterized this branch for several years has been most conspicuous during the year just closed. The result is that the progress of the pupils has been rapid. The amount of printing done for the Institution has been unusually large, including, as it did, a detailed report of the proceedings of the Inter-

national Congress of Teachers of the Deaf, that was held here in the month preceding the close of our last fiscal year. This book comprises 350 closely printed pages, and is a credit to the pupils who did the type-setting and press work. Our Annual Report, the *Deaf-Mutes' Journal* (every week), and all other work of the printer that the Institution required, has been promptly performed. There has also been printed a variety of job work for outside parties. Specimens of the work of the pupils are arranged for exhibition to visitors, by which the high degree of workmanship is clearly demonstrated. Mr. Hodgson's "Manual for the Guidance of the Printer's Apprentice" is used to facilitate and simplify the problems that confront the would-be compositor. The book was prepared to meet the special needs of deaf-mutes, and has been sought after and subsequently used by instructors in institution printing offices of other States. The graduates from our printing office readily secure employment and exhibit all the evidences of earning a prosperous livelihood.

|                                             |            |
|---------------------------------------------|------------|
| Value of work done for the Institution..... | \$1,663 90 |
| Custom work (cash received).....            | 928 98     |
|                                             | <hr/>      |
|                                             | \$2,592 88 |

#### SHOEMAKING.

John Lechthaler, in charge; number of boys employed, twenty-two; from 13 to 23 years of age.

|                                             |            |
|---------------------------------------------|------------|
| Number of shoes made, 441 pairs. Value..... | \$1,080 98 |
| Number of shoes repaired, 894. Value.....   | 608 35     |
| Custom work (cash received).....            | 18 06      |
|                                             | <hr/>      |
|                                             | \$1,702 28 |

#### CARPENTERING.

Edward Clearwater, in charge; number of boys employed, twenty-five; from 12 to 23 years of age.

|                                                                          |            |
|--------------------------------------------------------------------------|------------|
| Value of work done for the Institution, in repairs and improvements..... | \$1,831 95 |
|--------------------------------------------------------------------------|------------|

#### CABINETMAKING.\*

C. Henry Intemann, in charge; number of boys employed, twenty; from 11 to 23 years of age.

|                                                                            |          |
|----------------------------------------------------------------------------|----------|
| Value of work done for the Institution in new furniture and repairing..... | \$466 08 |
| Custom work (cash received).....                                           | 50 04    |
|                                                                            | <hr/>    |
|                                                                            | \$516 12 |

\*This shop was closed a portion of the year owing to the illness of Mr. Intemann, the foreman.

**TAILORING.**

Chas. Englehardt, in charge ; number of pupils employed, thirteen boys and twelve girls ; ranging from 12 to 24 years of age.

|                                        |            |                  |
|----------------------------------------|------------|------------------|
| Number of coats and jackets made, 200. | Value..... | \$1,032 50       |
| Number of pants made, 804.             | Value..... | 857 76           |
| Number of vests made, 184.             | Value..... | 323 75           |
| Number of mattress ticks made, 32.     | Value..... | 32 00            |
|                                        |            | <hr/> \$2,246 01 |

**GARDENING.**

Albert Metzger, in charge ; number of boys employed during the summer season, eight ; ranging from 12 to 18 years of age. During the winter months, the boys are assigned to the several shops.

|                                                 |            |
|-------------------------------------------------|------------|
| Value of produce furnished the Institution..... | \$2,300 80 |
|-------------------------------------------------|------------|

**COOKING.**

Alice D. Gillette, in charge ; two classes of the more advanced female pupils have received one lesson each per week. Most favorable progress has been made, and it is safe to predict that there is no work performed by the young ladies, which will make its mark more indelibly upon their future domestic life, than that done under the tutelage of Mrs. Gillette.

**SUMMARY OF ATTENDANCE DURING THE YEAR.**

| INDUSTRIES.         | MALES. | FEMALES. | TOTAL. |
|---------------------|--------|----------|--------|
| Printing.....       | 23     |          | 23     |
| Shoemaking.....     | 22     |          | 22     |
| Carpentering.....   | 25     |          | 25     |
| Cabinet Making..... | 20     |          | 20     |
| Tailoring.....      | 13     | 12       | 25     |
| Gardening.....      | 8      |          | 8      |
| Dressmaking.....    |        | 18       | 18     |
| Shirt Making.....   |        | 14       | 14     |
| Plain Sewing.....   |        | 34       | 34     |
| Total.....          | 111    | 78       | 189    |

In addition to their work as specified above, all the elder girls have assisted in household duties during alternate weeks, to the extent of one hour per day, that they might familiarize themselves with the details involved—a knowledge of which is not only essential but of the utmost importance to every female pupil of the school.

The younger pupils not classified, have no regular work assigned them, with the exception of some of the stronger of the small boys, who aid the supervisors occasionally in cleaning the grounds; the balance alternate between study and play.

It is with feelings of sadness that I enter upon the year's record the death of Geo. P. Greenleaf. Mr. Greenleaf entered the services of the Institution October, 1883, and died October, 1890, having served it faithfully and well for seven years, first as clerk and later as assistant-steward, which position he held at the time of his decease. He died at Springfield, Mass., surrounded by his immediate relatives and the friends of his youth. A large circle of friends in this city, who had known him intimately during his connection with the Institution, mourned his loss as that of a genial friend and companion. For his widowed mother and family, sincere sympathy and heartfelt sorrow were felt and expressed.

In the month of November last, Mr. Geo. T. Newell, Jr., who for a year previous had acted as clerk, was appointed to the position made vacant by the death of Mr. Greenleaf, and Mr. W. G. Bassingthwaigthe was appointed clerk to take the place of Mr. Newell, promoted.

Changes of first and third male supervisor, and that of night watch, were made early in the term, and one change of second female supervisor was made on the 1st of September last.

The thanks of this Institution are due to the management of the Roosevelt Hospital, for the admission and treatment of pupils, noted in the report of our attending physician, thus placing us under renewed obligations to that noble Institution, which in its great work of ameliorating the sufferings of humanity, is erecting a monument for itself which is destined to stand as long as time shall endure.

Our acknowledgments are also due to the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institution, for a free admission to the pupils of the Institution with teachers and officers accompanying them.

To the Third Avenue Rail Road Company, for half-fare for pupils and officers attending the fair of the American Insitute.

In conclusion, allow me to again most respectfully, yet earnestly, call your attention to the great need of a gymnasium for our pupils.

In the present condition of our grounds, on account of the recent opening of streets and avenues, thereby contracting the area of our play grounds, the want of something of this kind was never felt more keenly than at present.

Respectfully submitted,

CHAUNCEY N. BRAINERD,

*Superintendent.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, *Oct. 1, 1891.*

## REPORT OF THE ATTENDING PHYSICIAN.

FOR THE YEAR ENDING SEPTEMBER 30, 1891.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—The story of the work done in the hospital department of the institution during the past year, is concisely told in the following table :

| DISEASES.                        | Cases. |
|----------------------------------|--------|
| Abscess .....                    | 1      |
| Bronchitis .....                 | 4      |
| Contusions .....                 | 7      |
| Dermatitis .....                 | 2      |
| Eczema .....                     | 2      |
| Endocarditis .....               | 1      |
| Erysipelas .....                 | 2      |
| Influenza .....                  | 9      |
| Intussusception .....            | 1      |
| Necrosis of Humerus .....        | 1      |
| Periostitis of Hard Palate ..... | 1      |
| Pneumonia .....                  | 2      |
| Ringworm of Scalp .....          | 1      |
| Remittent Fever .....            | 4      |
| Sarcoma of Upper Jaw .....       | 1      |
| Sprain of Ankle .....            | 1      |
| Tonsillitis .....                | 45     |
| Ulcer of Leg .....               | 1      |
| Wound .....                      | 1      |
| Total .....                      | 87     |

Two cases urgently required the performance of capital operations during the year, one of intussusception of the intestines, the other of sarcoma of the upper jaw. They were both sent to the Roosevelt Hospital, and have both since returned to us cured. There have been no deaths.

Yours respectfully,

W. T. ALEXANDER, M.D.

## REPORT OF OPHTHALMOLOGIST AND OTOLOGIST.

38 EAST TWENTY-SIXTH STREET, NEW YORK CITY. }  
OCTOBER 1, 1891. }

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—It has been my pleasure to administer to the needs of the pupils of this Institution in my department, in so far as possible during the past year, and most gratifying is it to be able to report the general well being of our charges.

Frequent examinations of the eyes of pupils have been resorted to during this period, in order to attack any contagious outbreak in its incipency, and thus, by an early isolation and suitable treatment of the affected, protect the unaffected. That but few cases of contagious eye trouble have occurred, is very gratifying.

Before calling your attention to the appended list of diseases treated, permit me to express my appreciation of your liberality, as exemplified in the procurement of valuable instruments, which will be the means of greatly facilitating the work of diagnosis and treatment.

## OPHTHALMOLOGICAL DEPARTMENT.

| DISEASES.                                           | No. | CURED. | REMARKS.                 |
|-----------------------------------------------------|-----|--------|--------------------------|
| Blepharitis.....                                    | 8   | 8      |                          |
| Conjunctivitis.....                                 | 10  | 10     |                          |
| Contraction and Chronic Induration of Eye-lids..... | 1   | 1      | Canthotomy, etc.         |
| Leucoma Adherens.....                               | 1   |        | Early operation pending. |
| Myopia ....                                         | 2   |        | Glasses ordered.         |
| Hypermetropia.....                                  | 8   |        | Glasses ordered.         |
| Phthisis Bulbi.....                                 | 1   |        | Enucleation advised.     |
| Strabismus .....                                    | 1   |        | Tenotomy advised.        |
| Trachoma.....                                       | 8   | 5      | Under treatment, 3.      |

## OTOLOGICAL DEPARTMENT.

| DISEASES.                     | No. | CURED. | REMARKS.            |
|-------------------------------|-----|--------|---------------------|
| Abcess Mastoidal.....         | 2   |        | Under treatment.    |
| Otitis Media Catarrhalis..... | 5   | 3      | Under treatment, 2. |

Very respectfully,

F. C. RILEY, M.D.



## CATALOGUE OF PUPILS

## WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1891.

## MALES.

| Name.                      | Town.             | County.   |
|----------------------------|-------------------|-----------|
| Abrams, William.....       | New York.....     | New York. |
| Alonzo, Romon, Jr.....     | Brooklyn.....     | Kings.    |
| Anderson, Robert H.....    | Brooklyn.....     | Kings.    |
| Anderson, Wm. J.....       | Brooklyn.....     | Kings.    |
| Anhalt, George, Jr.....    | New York.....     | New York. |
| Avens, Frank.....          | Brooklyn.....     | Kings.    |
| Avens, James.....          | Brooklyn.....     | Kings.    |
| Bachmann, Frederick.....   | New York.....     | New York. |
| Bagnall, Irwin E.....      | Brooklyn.....     | Kings.    |
| Barry, Alfred G.....       | Brooklyn.....     | Kings.    |
| Baxter, Archibald McL..... | New York.....     | New York. |
| Beck, Herman F.....        | Brooklyn.....     | Kings.    |
| Belch, James.....          | Brooklyn.....     | Kings.    |
| Benson, Orris.....         | Grahamsville..... | Sullivan. |
| Berg, Carl A.....          | Brooklyn.....     | Kings.    |
| Berg, Felix M. E.....      | Brooklyn.....     | Kings.    |
| Berg, Paul O. F.....       | Brooklyn.....     | Kings.    |
| Bettels, Henry.....        | New York.....     | New York. |
| Black, Hiram.....          | Cooperstown.....  | Otsego.   |
| Black, John M.....         | Brooklyn.....     | Kings.    |
| Blauth, William M.....     | New York.....     | New York. |
| Block, Charles.....        | New York.....     | New York. |
| Bohmler, George.....       | Maspeth.....      | Queens.   |
| Bowers, Wilbur L.....      | Brooklyn.....     | Kings.    |
| Boyd, William W.....       | New York.....     | New York. |
| Brady, Daniel.....         | Brooklyn.....     | Kings.    |
| Britt, James.....          | New York.....     | New York. |
| Burch, Louis.....          | Bay Shore.....    | Suffolk.  |

| Name.                      | Town.               | County.      |
|----------------------------|---------------------|--------------|
| Burke, James.....          | New York.....       | New York.    |
| Burke, Joseph.....         | New York.....       | New York.    |
| Burland, Nicholas.....     | Hurley.....         | Ulster.      |
| Burt, David.....           | New York.....       | New York.    |
| Calwell, William.....      | Albany.....         | Albany.      |
| Cambell, John.....         | Troy.....           | Rensselaer.  |
| Carman, Squire S.....      | New York.....       | New York.    |
| Carr, George W.....        | Urbana.....         | Steuben.     |
| Clinton, Richard T.....    | New York.....       | New York.    |
| Cocks, Samuel M.....       | North Hempstead.... | Queens.      |
| Cohen, Abraham.....        | New York... ..      | New York.    |
| Cohen, Henry.....          | New York.....       | New York.    |
| Connors, Frank.....        | New York.....       | New York.    |
| Coombs, William.....       | New York.....       | New York.    |
| Costuma, David.....        | New York.....       | New York.    |
| Cox, John.....             | Ellenville.....     | Ulster.      |
| Cullimore, John N.....     | New York.....       | New York.    |
| Daly, Thomas.....          | New York.....       | New York.    |
| DeLaney, John, Jr.....     | Ancram.....         | Columbia.    |
| Dennison, Benjamin C.....  | New York.....       | New York.    |
| Dingman, Stafford.....     | Phœnix.....         | Oswego.      |
| Dittmar, John W.....       | New York.....       | New York.    |
| Doody, Thomas.....         | Albany.....         | Albany.      |
| Drasky, Myar.....          | Schenectady.....    | Schenectady. |
| Droppe, Henry.....         | New York.....       | New York.    |
| Durant, Joseph.....        | New York.....       | New York.    |
| Dyer, Samuel J., Jr.....   | Brooklyn.....       | Kings.       |
| Elflein, John A.....       | Roxbury.....        | Delaware.    |
| Elliot, Michael.....       | New York... ..      | New York.    |
| Ellis, Eli, Jr.....        | Wawarsing.....      | Ulster.      |
| Erdman, Gustave.....       | New York.....       | New York.    |
| Fallon, Terry.....         | Fishkill.....       | Dutchess.    |
| Falte, August.....         | New York.....       | New York.    |
| Fatier, Peter.....         | New York.....       | New York.    |
| Fedrman, Isaac.....        | New York.....       | New York.    |
| Ferguson, George J. R..... | Brooklyn.....       | Kings.       |
| Frayer, Frederick.....     | Ashland.....        | Greene.      |
| Fried, Max.....            | New York.....       | New York.    |
| Gaffney, James.....        | Brooklyn.....       | Kings.       |
| Gately, Patrick J.....     | New York.....       | New York.    |
| Gaunt, Charles.....        | New York.....       | New York.    |
| Gilmore, William.....      | New York.....       | New York.    |

| Name.                      | Town.                 | County.        |
|----------------------------|-----------------------|----------------|
| Glosque, Peter.....        | Yonkers.....          | Westchester.   |
| Glynn, Martin.....         | New York.....         | New York.      |
| Gomez, Joaquin.....        | Socorro.....          | Rep. Colombia. |
| Goor, John.....            | New York.....         | New York.      |
| Gompers, Solomon A.....    | Brooklyn.....         | Kings.         |
| Greenlaw, William J.....   | New York.....         | New York.      |
| Greenwald, Henry A.....    | New York.....         | New York.      |
| Gurnee, William.....       | Wallkill.....         | Orange.        |
| Hadden, Benjamin F.....    | Brooklyn.....         | Kings.         |
| Hamm, George.....          | Brooklyn.....         | Kings.         |
| Hannon, Stephen.....       | Kingston.....         | Ulster.        |
| Hartnett, Dennis.....      | New York.....         | New York.      |
| Hatowsky, Louis.....       | New York.....         | New York.      |
| Hawley, William E.....     | Hamden.....           | Delaware.      |
| Hayes, Jeremiah.....       | Brooklyn.....         | Kings.         |
| Heerd, Herman.....         | New York.....         | New York.      |
| Heffernan, William.....    | Brooklyn.....         | Kings.         |
| Herrmann, Louis.....       | New York.....         | New York.      |
| Hofstatter, Samuel.....    | New York.....         | New York.      |
| Hogan, John.....           | Albany.....           | Albany.        |
| Howard, Edmund.....        | Brooklyn.....         | Kings.         |
| Hunter, Samuel H.....      | Troy.....             | Rensselaer.    |
| Isbell, Chester M.....     | New York.....         | New York.      |
| Isquierdo, Arthur.....     | New York.....         | New York.      |
| Jackson, Rennie H.....     | Saratoga Springs..... | Saratoga.      |
| Johnston, Robert D.....    | New York.....         | New York.      |
| Kaiser, Charles.....       | New York.....         | New York.      |
| Keegan, Teddy.....         | Brooklyn.....         | Kings.         |
| Keiser, John.....          | New York.....         | New York.      |
| Kennedy, Edward.....       | New York.....         | New York.      |
| Kennedy, Henry J.....      | New York.....         | New York.      |
| Kerr, Robert S.....        | New York.....         | New York.      |
| Kidd, John W.....          | Kingston.....         | Ulster.        |
| Kiernan, Peter J.....      | New York.....         | New York.      |
| King, Frederick G.....     | New York.....         | New York.      |
| Kistler, Joseph.....       | New York.....         | New York.      |
| Kniffen, Herman L.....     | Middletown.....       | Orange.        |
| Koenig, Carl.....          | New York.....         | New York.      |
| Krekel, George.....        | New York.....         | New York.      |
| Kreicheldorf, William..... | New York.....         | New York.      |
| Lamm, Herman.....          | Brooklyn.....         | Kings.         |
| Lamprecht, William.....    | New York.....         | New York.      |

| Name.                        | Town.             | County.       |
|------------------------------|-------------------|---------------|
| Landre, Herman.....          | New York.....     | New York.     |
| Lane, Willard A.....         | New York.....     | New York.     |
| Lawton, Ralph.....           | Great Valley..... | Cattaraugus.  |
| Lehmer, Charles.....         | New York.....     | New York.     |
| Levy, Joshua.....            | Brooklyn.....     | Kings.        |
| Loesch, Anton.....           | Brooklyn.....     | Kings.        |
| Long, Richard.....           | New York.....     | New York.     |
| Long, Walter.....            | New York.....     | New York.     |
| Long, William, Jr.....       | New York.....     | New York.     |
| Lorcer, Theodore.....        | New York.....     | New York.     |
| Losey, John E.....           | Deer Park.....    | Orange.       |
| Lynch, Daniel F., Jr.....    | New York.....     | New York.     |
| Lynch, William.....          | New York.....     | New York.     |
| McDonald, George B.....      | Brooklyn.....     | Kings.        |
| McEvoy, John J.....          | Fishkill.....     | Dutchess.     |
| McFarlane, Robert.....       | Brooklyn.....     | Kings.        |
| McMickle, Frank H.....       | Wallkill.....     | Orange.       |
| McVea, Robert.....           | New York.....     | New York.     |
| Magerski, Eli.....           | New York.....     | New York.     |
| Marks, Morris.....           | New York.....     | New York.     |
| Marshall, Leslie G., Jr..... | Rye.....          | Westchester.  |
| Marshall, Winfield E.....    | Rye.....          | Westchester.  |
| Mayer, Emil.....             | New York.....     | New York.     |
| Maynard, Robert E.....       | New York.....     | New York.     |
| Mendelsohn, Henry.....       | New York.....     | New York.     |
| Mendez, Josias D.....        | New York.....     | New York.     |
| Mentzinger, William W....    | Brooklyn.....     | Kings.        |
| Meyers, James.....           | Brooklyn.....     | Kings.        |
| Moeslein, Eugene.....        | New York.....     | New York.     |
| Moore, William, Jr.....      | New York.....     | New York.     |
| Morgan, Frank.....           | Binghamton.....   | Broome.       |
| Morrison, Matthew H., Jr..   | New York.....     | New York.     |
| Muench, Henry.....           | Brooklyn.....     | Kings.        |
| Neal, William S.....         | Bloomsburg.....   | Pennsylvania. |
| Nimmo, Frederick M.....      | Brooklyn.....     | Kings.        |
| Nuszek, Joseph.....          | New York.....     | New York.     |
| O'Brien, John E.....         | New York.....     | New York.     |
| O'Neill, John.....           | Brooklyn.....     | Kings.        |
| O'Neill, Peter.....          | Brooklyn.....     | Kings.        |
| Ogle, James.....             | Newburgh.....     | Orange.       |
| Pace, Henry F. M.....        | New York.....     | New York.     |
| Pape, Diedrich....           | New York.....     | New York.     |

| Name.                       | Town.                 | County.      |
|-----------------------------|-----------------------|--------------|
| Paul, Andrew.....           | Brooklyn.....         | Kings.       |
| Perry, Robert D.....        | Sault Ste Marie.....  | Michigan.    |
| Peterson, Herman A.....     | Brooklyn.....         | Kings.       |
| Picard, Francis.....        | Albany.....           | Albany.      |
| Pickruhl, Charles R.....    | Brooklyn.....         | Kings.       |
| Piggott, John C.....        | North Tarrytown.....  | Westchester. |
| Postlethwaite, William D... | New York.....         | New York.    |
| Powell, Henry.....          | New York.....         | New York.    |
| Powers, James.....          | Flushing.....         | Queens.      |
| Prinsinzin, Henry. ...      | New York.....         | New York.    |
| Probst, Herman.....         | New York.....         | New York.    |
| Rappholdt, Edward.....      | New York.....         | New York.    |
| Redmond, Harry.....         | Yonkers.....          | Westchester. |
| Reiff, Anthony C. ....      | Brooklyn.....         | Kings.       |
| Renner, William.....        | New York.....         | New York.    |
| Resue, Wesley.....          | Olive.....            | Ulster.      |
| Riley, James.....           | Brooklyn.....         | Kings.       |
| Robinson, Stanley.....      | New York.....         | New York.    |
| Rosenthal, Joseph.....      | New York.....         | New York.    |
| Rumpf, Charles.....         | New York.....         | New York.    |
| Ryan, Robert S.....         | Westchester.....      | Westchester. |
| Sanford, Charles J.....     | Rhinebeck.....        | Dutchess.    |
| Sartor, Albert.....         | New Lots.....         | Kings.       |
| Satow, Frederick.....       | New York.....         | New York.    |
| Schleeh, Martin, Jr.....    | Brooklyn.....         | Kings.       |
| Short, William E.....       | Kingston.....         | Ulster.      |
| Shufelt, Floyd.....         | Cincinnati.....       | Cortland.    |
| Sigal, Beril.....           | Brooklyn.....         | Kings.       |
| Silliman, Frank D.....      | Fulton.....           | Schoharie.   |
| Silvermond, Benjamin.....   | New York.....         | New York.    |
| Slinn, Edward.....          | Ramapo.....           | Rockland.    |
| Slaven, Henry.....          | Unadilla.....         | Otsego.      |
| Smith, Burdette.....        | Albany.....           | Albany.      |
| Smith, Edward.....          | Hempstead.....        | Queens.      |
| Smith, Nicholas.....        | New York.....         | New York.    |
| Smith, Orlando D. ....      | Grahamsville.....     | Sullivan.    |
| Smith, Samuel D.....        | Brooklyn.....         | Kings.       |
| Solomon, Isra Leo.....      | New York.....         | New York.    |
| Somel, Louis.....           | New York.....         | New York.    |
| Sorenson, John.....         | New York.....         | New York.    |
| Spells, William H. ....     | Deer Park.....        | Orange.      |
| Spilker, Frederick.....     | Long Island City..... | Kings.       |

| Name.                    | Town.             | County.      |
|--------------------------|-------------------|--------------|
| Stacy, Albert.....       | Palmyra.....      | Wayne.       |
| Stauch, John.....        | New York.....     | New York.    |
| Stryker, Frank A. ....   | Brooklyn.....     | Kings.       |
| Suk, Anton.....          | New York.....     | New York.    |
| Suwalsky, Louis.....     | New York.....     | New York.    |
| Taplin, John E.....      | Brooklyn.....     | Kings.       |
| Taylor, Walter B.....    | New York.....     | New York.    |
| Thompson, James.....     | New York.....     | New York.    |
| Thompson, Robert J ..... | Yonkers.....      | Westchester. |
| Tibner, Ulysses G.....   | Brooklyn.....     | Kings.       |
| Turner, Frank.....       | Brooklyn.....     | Kings.       |
| Tweed, Richard R.....    | Brooklyn.....     | Kings.       |
| Unger, Louis.....        | New York.....     | New York.    |
| Utrazanka, Charles....   | Newburgh.....     | Orange.      |
| Van Segger, John H.....  | New Lots.....     | Kings.       |
| Vernon, Christian E..... | New York.....     | New York.    |
| Wagele, Antoine.....     | New York.....     | New York.    |
| Wahlstrom, Oscar W.....  | Brooklyn.....     | Kings.       |
| Watson, William W.....   | Yonkers.....      | Westchester. |
| Weinberg, Isaac.....     | New York.....     | New York.    |
| Werr, Franklin H .....   | Bloomingburg..... | Sullivan.    |
| Willis, Henry.....       | Brooklyn.....     | Kings.       |
| Winbon, John J.....      | Schodack.....     | Rensselaer.  |
| Wink, Frederick.....     | New York.....     | New York.    |
| Woessner, Charles.....   | New York.....     | New York.    |
| Wolk, Israel.....        | New York.....     | New York.    |
| Wood, Frank J.....       | New York.....     | New York.    |
| Young, Howell O....      | Yonkers.....      | Westchester. |
| Zerovitch, Harry.....    | New York.....     | New York.    |
| Zundel, Robert.....      | New York.....     | New York.    |
| Zundt, Edward.....       | Brooklyn.....     | Kings.       |

## FEMALES.

|                            |                |           |
|----------------------------|----------------|-----------|
| Anderson, Elizabeth M..... | Brooklyn.....  | Kings.    |
| Baker, E. Clarabel.....    | Brooklyn.....  | Kings.    |
| Bammann, Emma.....         | New York.....  | New York. |
| Barnett, Charlotte A.....  | Brooklyn.....  | Kings.    |
| Berliner, Sarah.....       | New York.....  | New York. |
| Blackman, Katie.....       | Deer Park..... | Orange.   |
| Blaum, Josephine.....      | Syracuse.....  | Onondaga. |

| Name.                       | Town.           | County.      |
|-----------------------------|-----------------|--------------|
| Block, Bertha.....          | New York.....   | New York.    |
| Bogatiska, Margaret.....    | New York.....   | New York.    |
| Bolender, Jennie.....       | Brooklyn.....   | Kings.       |
| Bopp, Katie.....            | New York.....   | New York.    |
| Boyd, Margaret.....         | New York.....   | New York.    |
| Branfuhr, Margaret.....     | New York.....   | New York.    |
| Branfuhr, Mary.....         | New York.....   | New York.    |
| Brown, Minnie.....          | New York.....   | New York.    |
| Bullis, Lillian.....        | Kingston.....   | Ulster.      |
| Buss, Johanna.....          | Middletown..... | Richmond.    |
| Byron, Florence M.....      | New York.....   | New York.    |
| Caddy, Emma F.....          | Rondout.....    | Ulster.      |
| Cantine, Mary E.....        | Kingston.....   | Ulster.      |
| Clortie, Mary.....          | New York.....   | New York.    |
| Collegan, Lena.....         | New York.....   | New York.    |
| Craig, Agnes.....           | Brooklyn.....   | Kings.       |
| Curci, Francesca.....       | New York.....   | New York.    |
| Day, Lura.....              | Tompkins.....   | Delaware.    |
| Eaton, Mary.....            | Brooklyn.....   | Kings.       |
| Echols, Agnes E.....        | New York.....   | New York.    |
| Fenalli, Lagai.....         | New York.....   | New York.    |
| Finch, Elva.....            | Fulton.....     | Schoharie.   |
| Fish, Mabelle S.....        | New Castle..... | Westchester. |
| Fisher, Lizzie.....         | New York.....   | New York.    |
| Gabie, Florence.....        | Yonkers.....    | Westchester. |
| Gartland, Catherine E.....  | Brooklyn.....   | Kings.       |
| Gibbs, Maud.....            | Brooklyn.....   | Kings.       |
| Glosque, Mary.....          | Yonkers.....    | Westchester. |
| Goldstein, Leah.....        | New York.....   | New York.    |
| Grant, Maud.....            | Newburgh.....   | Orange.      |
| Gray, Edith P.....          | Barker.....     | Broome.      |
| Hand, Florence H.....       | Brooklyn.....   | Kings.       |
| Hasty, Martha.....          | New York.....   | New York.    |
| Helst, Mary.....            | New York.....   | New York.    |
| Hemphill, Julia A.....      | New York.....   | New York.    |
| Hoag, Sarah J.....          | New York.....   | New York.    |
| Hoenack, Elsa.....          | New York.....   | New York.    |
| Hoffman, Mary.....          | New York.....   | New York.    |
| Hollister, Daisy.....       | New York.....   | New York.    |
| Hopfer, Dora.....           | Brooklyn.....   | Kings.       |
| House, Eliza M.....         | Brooklyn.....   | Kings.       |
| Hutschinreuter, Hetwich.... | New York.....   | New York.    |

| Name.                    | Town.                 | County.           |
|--------------------------|-----------------------|-------------------|
| Hutton, Nevada B.....    | Brooklyn.....         | Kings.            |
| Jaycox, Martha.....      | New York.....         | New York.         |
| Jost, Mena.....          | New York.....         | New York.         |
| Judge, Alice.....        | New York.....         | New York.         |
| Kelly, Mary A.....       | New York..            | New York.         |
| Kempf, Catharine.....    | New York.....         | New York.         |
| Knorr, Eliza.....        | New York.....         | New York.         |
| Kortright, Nellie.....   | New Lots.....         | Kings.            |
| Kuehn, Bertha.....       | Fishkill.....         | Dutchess.         |
| Kummer, Louisa.....      | New York .....        | New York.         |
| Kurz, Josephine.....     | New York.....         | New York.         |
| Larsson, Emma C.....     | Stony Point.....      | Rockland.         |
| Levy, Jane.....          | New Lots.....         | Kings.            |
| Little, Antoinette.....  | Newburgh .....        | Orange.           |
| Martin, May.....         | Riverhead.....        | Suffolk.          |
| McCatty, Ellen M.....    | Brooklyn.....         | Kings.            |
| McGirr, Kate.....        | New York.....         | New York.         |
| Millard, Cora L.....     | Beekman.....          | Dutchess.         |
| Miller, Eunice.....      | Gilboa .....          | Schoharie.        |
| Moore, Anna A.....       | Wappinger's Falls.... | Dutchess.         |
| Muller, Margaret A.....  | New York.....         | New York.         |
| Norton, Elizabeth.....   | Binghamton.....       | Broome.           |
| Ogle, Catherine.....     | Newburgh.....         | Orange.           |
| Ogle, Elizabeth.....     | Newburgh.....         | Orange.           |
| Ottmer, Katie F.....     | Brooklyn.....         | Kings.            |
| Palmer, Elizabeth A..... | Troy.....             | Rensselaer.       |
| Patterson, Grace.....    | Tarrytown.....        | Westchester.      |
| Pearce, Mabel C.....     | Kingston.....         | Jamaica, B. W. L. |
| Peter, Christina M.....  | New York.....         | New York.         |
| Phillipski, Annie.....   | Yonkers.....          | Westchester.      |
| Pinder, Edna.....        | Middleburgh.....      | Schoharie.        |
| Poblinski, Bessie.....   | New York.....         | New York.         |
| Quinn, Annie.....        | New York.....         | New York.         |
| Rapp, Mary E.....        | Albany.....           | Albany.           |
| Rubuen, Golde.....       | New York.....         | New York.         |
| Russel, Agnes.....       | Newburgh.....         | Orange.           |
| Sanford, Millie L.....   | Rhinebeck .....       | Dutchess.         |
| Schaefer, Catherine..... | New York.....         | New York.         |
| Schoonmaker, Amanda..... | Rochester.....        | Monroe.           |
| Sherwood, Carmie.....    | Phillipsport.....     | Sullivan.         |
| Snedden, Kate A.....     | New York.....         | New York.         |
| Spahn, Bertha.....       | New York.....         | New York.         |



| Name.                      | Town.                 | County.     |
|----------------------------|-----------------------|-------------|
| Spieles, Katie.....        | New York.....         | New York.   |
| Starbuck, Anna L.....      | Malta.....            | Saratoga.   |
| Streeter, Dora.....        | Canojoharie.....      | Montgomery. |
| Tanzas, Mary.....          | New York.....         | New York.   |
| Taylor, Ella F.....        | New York.....         | New York.   |
| Taylor, Selina.....        | New York.....         | New York.   |
| Thadwald, Elizabeth.....   | New York.....         | New York.   |
| Towers, Florence L. I..... | New York.....         | New York.   |
| Turner, Gertrude.....      | Brooklyn.....         | Kings.      |
| Turner, Louise.....        | Brooklyn.....         | Kings.      |
| Van Valkenburg, Carrie B.. | Oswego.....           | Oswego.     |
| Waidler, Ann L.....        | Long Island City..... | Queens.     |
| Welch, Fannie.....         | Brooklyn.....         | Kings.      |
| Wilson, Theresa.....       | New York.....         | New York.   |
| Young, Blanche.....        | New York.....         | New York.   |
| Zenner, Mary A.....        | Brooklyn.....         | Kings.      |
| Zettel, Johanna...!        | New York.....         | New York.   |

## A P P E N D I X.

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### TERMS OF ADMISSION.

1. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health and all matters other than those connected with education, must be addressed to the superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the principal.

The post-office address of the institution is Station M, New York.

VI. The selection of pupils over 12 years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under 12 years and

over 6, may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, Town, County, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read on the lips?
13. Is he cleanly or otherwise?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision,

eruption, malformation of limbs, glandular swelling, rupture, epilepsy, chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the small pox ?

19. Has he had the Scarlet-fever ? Measles ? Mumps ? Whooping-cough ?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?

21. Are there any other cases of deafness in the family, among relatives or ancestors ?

22. What is the name of the father ?

23. Where was he born ?

24. What is the name of the mother ?

25. Where was she born ?

26. What is the name and Post-office address of the correspondent ?

27. What is the occupation of the father ?

28. Have either of the parents died ?

29. Has a second connection been formed by marriage ?

30. Were the parents related before marriage—*e. g.*, cousins ?

31. What are the names and ages of their children ?

32. What has been the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?

33. Has he any special mark or peculiarity of appearance ?

34. Color, color of eyes, stature, color of hair ?

35. How long has the applicant lived in the State of New York ?

36. How long in the country above named ?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York ?

38. How long in the county above named ?

39. By whom is this information given ?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## **LAWS AND BLANK FORMS**

### **RELATING TO THE ADMISSION OF PUPILS.**

#### **CHAPTER 325, LAWS OF 1863.**

**As amended by Chapter 213, entitled, "An act relative to the care and education of deaf-mutes."**

**PASSED, APRIL 29, 1875.**

*The people of the State of New York, represented in Senate and Assembly, do enact as follows :*

**SECTION 1.** Whenever a deaf-mute child under the age of twelve years shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseer of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution of the State for the education of deaf-mutes.

**§ 2.** Any parent, guardian or friend of a deaf-mute child within this State, over the age of six years and under the age of twelve years, may make application to the overseer of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered, or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in the State for the education of deaf-mutes.

**§ 3.** The children placed in said institutions, in pursuance of the foregoing section, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not exceed three hundred dollars per year, until they attain the age of twelve years, unless the directors of the institution to which a child

has been sent shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing, for such deaf-mute children, placed as aforesaid in said institution, not exceeding the amount of three hundred dollars per year, above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor properly authenticated by the principal, or one of the officers of the institution, shall be paid to said institution by the said county ; and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

---

EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10. (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 29, 1873.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State, for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive, for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three years. The pupils provided for in this and the preceding section of

this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amended section 9 of title 1 of chapter 555 of the Laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, or guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

## APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of....., } ss.:

.....of the town of.....in said county, hereby  
certificates that he is the.....of.....a deaf-

mute child, residing in said town, and who was born on the....day of .....18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated....., 18 .

### CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, }  
County of....., } ss.:

I have this day selected.....of the town of.....county of....., son [*or daughter*] of....., who was born on the.....day of....., 18 , as a county pupil in the New York Institution for the Instruction of the Deaf and Dumb, from the.....day of...., 18 , to the....day of....., 18 , (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... }  
..... of the town of  
.....

Dated....., 18 .

### APPLICATION

FOR THE ADMISSION OF STATE PUPILS.

*To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City :*

The undersigned, desiring to procure the admission of.....as a State pupil, in the Institution above named for the purpose of receiving the benefits of education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....



State the residence of the applicant, as follows :

State,.....County,.....Town or city,.....

NOTE.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer.....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,....

State how long the above named parents, guardians or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said institution ?

Answer.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 ..

NOTE.—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
 County of..... } ss.:

The undersigned, being duly sworn, says that .....  
 is the parent, guardian or relative of applicant above named, and that  
 the above statement signed by..... is true to the best of.....  
 knowledge and belief.

Sworn to before me this..... }  
 day of..... 18 . }

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence  
 for believing that the foregoing statement is correct, and would  
 recommend the application to the favorable consideration of the  
 Superintendent of Public Instruction.

To the Hon.....

*Superintendent of Public Instruction, Albany, N. Y.:*

The undersigned hereby recommend that the above named appli-  
 cant..... be  
 appointed a pupil in the New York Institution for the Instruction of  
 the Deaf and Dumb at New York for the term of..... years,  
 from..... and that clothing be furnished by  
 .....

*Superintendent.*

### FORM OF BOND.

Know all men by these presents, that we..... of  
 ..... in the county of..... and State  
 of....., and..... of.....  
 in the county of..... and State of ..... are  
 held and firmly bound unto..... the treasurer of the New  
 York Institution for the Instruction of the Deaf and Dumb, and his  
 successor in office in the sum of..... dollars, for  
 which payment, well and truly to be made, we bind ourselves, our  
 heirs, executors, and administrators, jointly and severally, firmly by  
 these presents.

Sealed with our seals. Dated at.....this.....  
day of..... A. D.....

Whereas.....of.....in the county  
of.....and State of.....has  
been or is about to be admitted as a pupil in the institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if the  
above named obligors shall well and truly pay, during the con-  
tinuance of the said....., as such pupil, the sum of  
three hundred dollars per annum for.....board and tuition, semi-  
annually in advance, and shall also pay in advance the sum of fifty  
dollars a year for clothing, and shall also pay on demand all sums  
charged to the account of said.....for money or necessary  
articles furnished to said.....; and shall also pay interest  
on each bill, from and after the time it shall become due, then this  
obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
presence of }

..... [L. S.]

..... [L. S.]

### SITUATION OF THE INSTITUTION.

The grounds occupied by the institution comprise about twenty-six  
acres, and are located upon the banks of the Hudson river at Wash-  
ington Heights, between One Hundred and Sixty-second and One  
Hundred and Sixty-fifth Streets. The entrances to the grounds are  
at the junction of Amsterdam Avenue (formerly Tenth Avenue)  
and Kingsbridge Road, near One Hundred and Sixty-third Street,  
about nine miles from the City Hall.

The institution can be reached by all elevated railroads to Harlem,  
and thence by cable road on One Hundred and Twenty-fifth Street, to  
One Hundred and Sixty-second Street on Amsterdam Avenue.

### PUBLIC MEETINGS.

While the institution is opened to visitors during the daily sessions  
of the school, there are two occasions of more than ordinary interest  
when public exercises are held in the chapel, viz : At the annual  
election of officers and directors, on the third Tuesday of May, and  
at the close of the academical term, on the second Tuesday of June,  
answering to commencement in other seminaries of learning. The  
members of the institution are earnestly requested to attend on these  
occasions, notice of which will be given in the newspapers.

### FORM OF BEQUEST.

I give and bequeath to the "New York Institution for the Instruc-  
tion of the Deaf and Dumb," incorporated by the Legislature of New  
York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

---

|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | SETH GROSVENOR,           |
| WILLIAM DENNISTOUN,   | SIMON V. SICKLES,         |
| ELIZABETH DEMILT,     | THOMAS C. CHARDAVOYNE,    |
| MADAME ELIZA JUMEL,   | JAMES ANDERSON,           |
| SARAH STAKE,          | THOMAS FRIZZELL THOMPSON, |
| SARAH DEMILT,         | THOMAS RILEY,             |
| JOHN NOBLE,           | JAMES N. COBB,            |
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| SAMUEL S. HOWLAND,    | ROBERT C. GOODHUE,        |
| THOMAS EDDY,          | DANIEL MARLEY,            |
| BENJ. F. WHEELWRIGHT, | ELIZA MOTT,               |
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| BENJAMIN ABRAMS,      | JAMES KELLY,              |
| JOHN ALSTYNE,         | LEONA L. BOLLES,          |
| MARY ROGERS,          | BENJAMIN F. BUTLER, SR.   |

**SEVENTY-FOURTH ANNUAL REPORT**  
**AND**  
**DOCUMENTS**  
**OF THE**  
**New York Institution**  
**FOR THE**  
**Instruction of the Deaf and Dumb,**  
**TO THE**  
**LEGISLATURE OF THE STATE OF NEW YORK,**  
**For the Year 1892.**

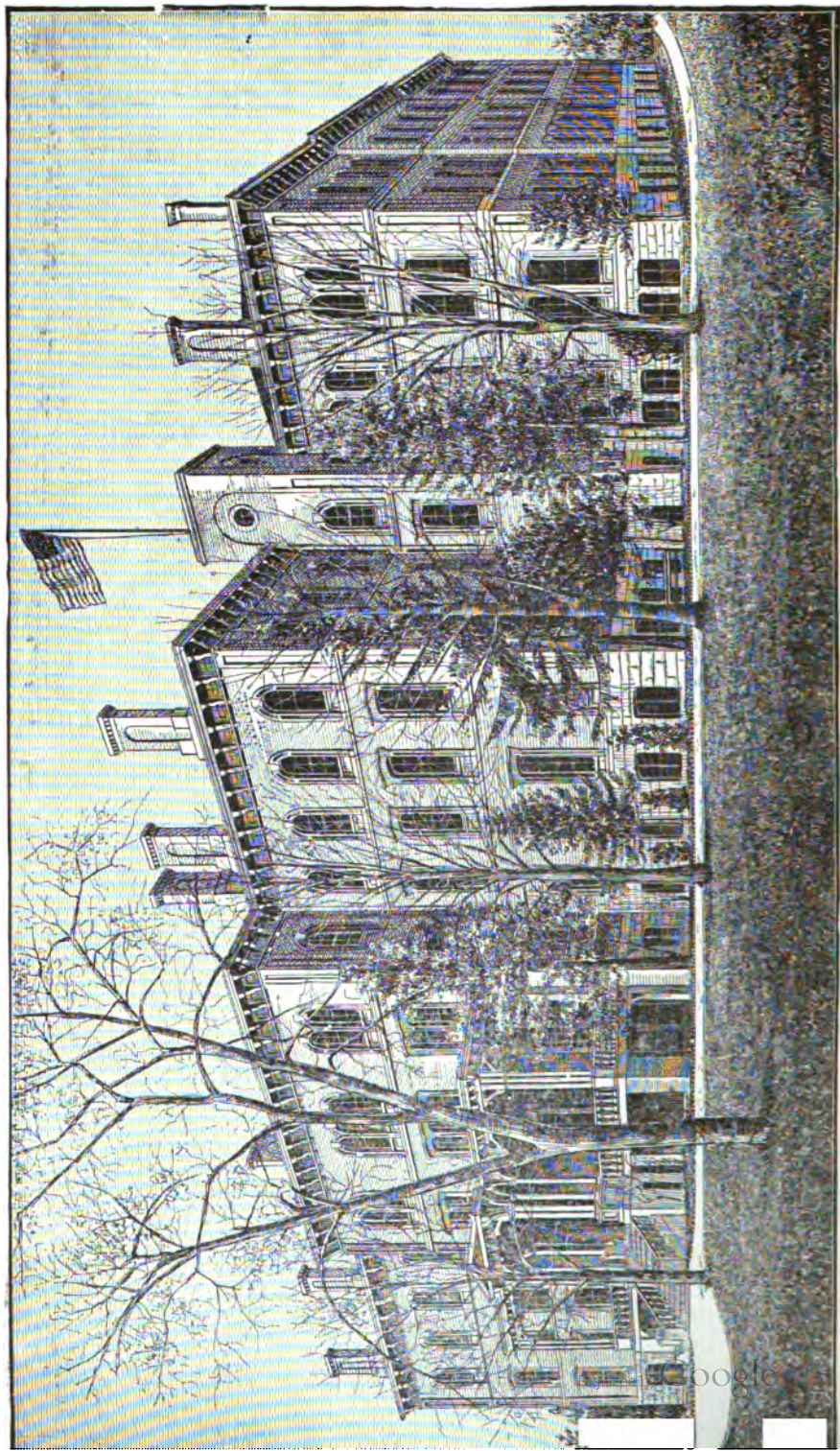
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**NEW YORK :**  
**PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.**  
**1893.**

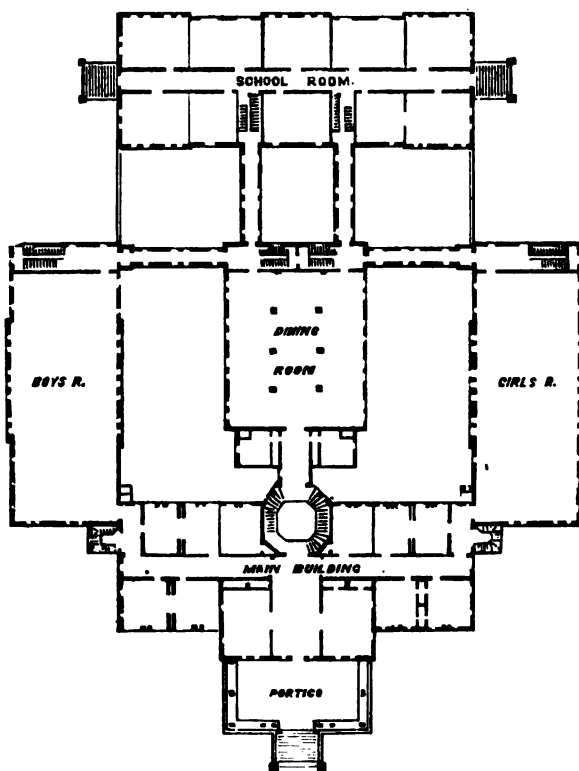


See also the letter of the same date in 1891.



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB. (Main Building.)

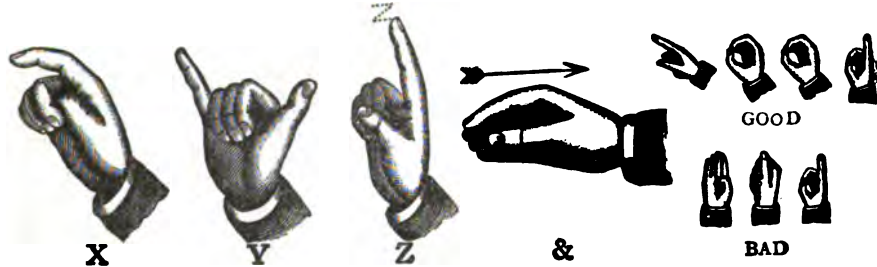
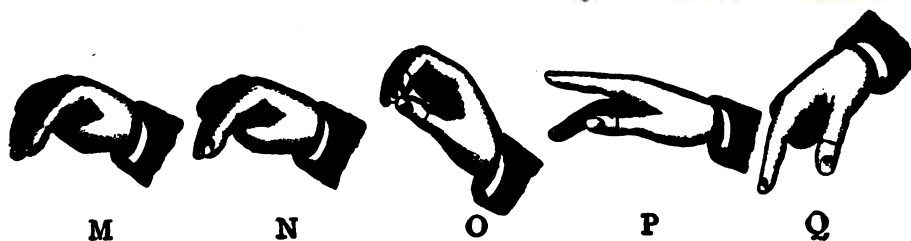
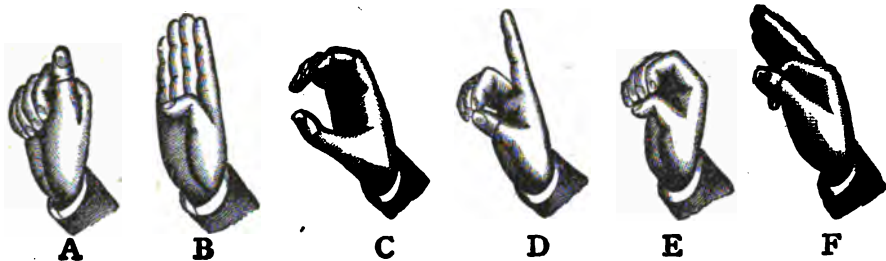




PRINCIPAL FLOOR.  
SCALE.









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MISS HARRIET TABER.

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MISS CAROLINE H. PATTERSON.

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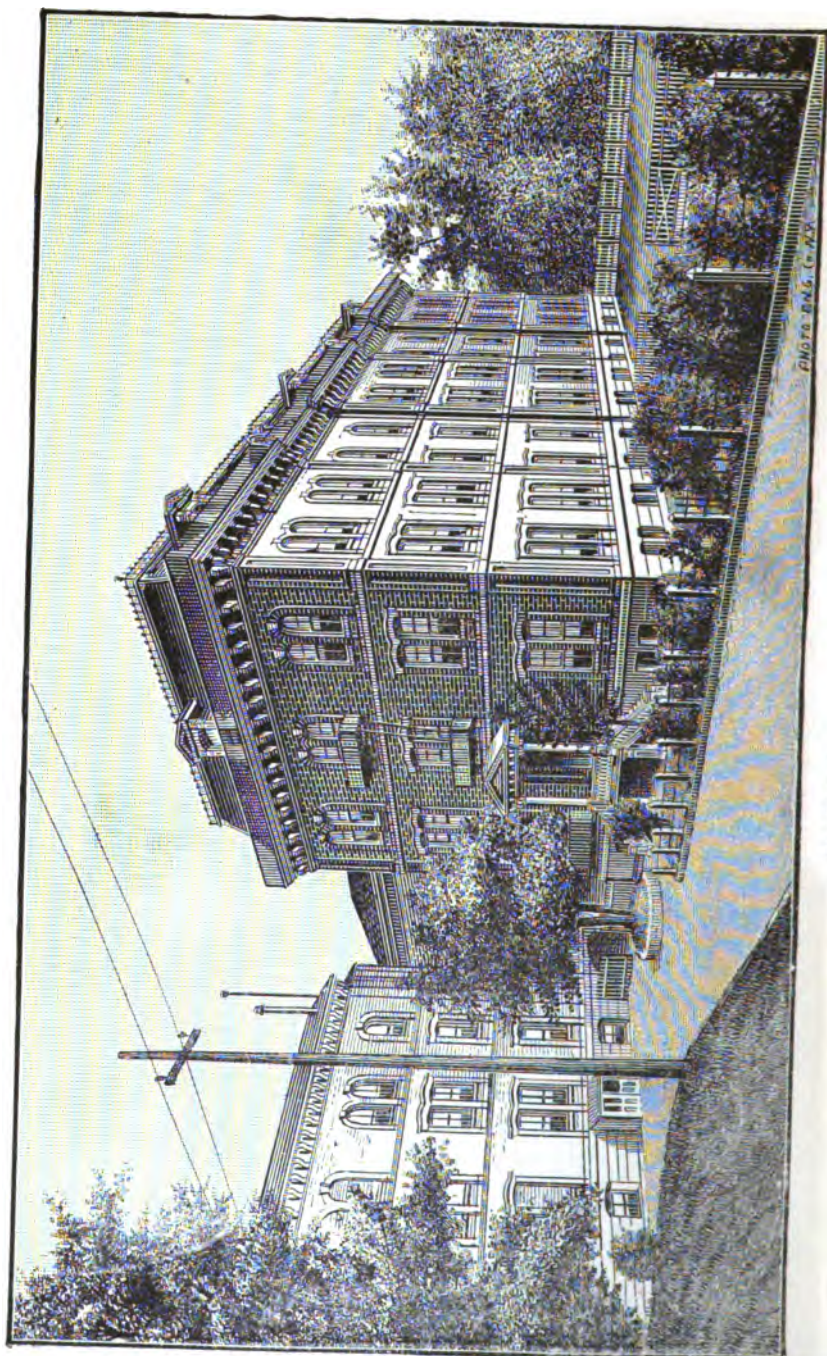
## *Committee on Nominations.*

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AVERY T. BROWN.

EVERETT HERRICK, M.D.





PICTURE NO. 16. C. H. C.

ACADEMIC BUILDING.



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ENGINEER.

JOSEPH H. BANKS.

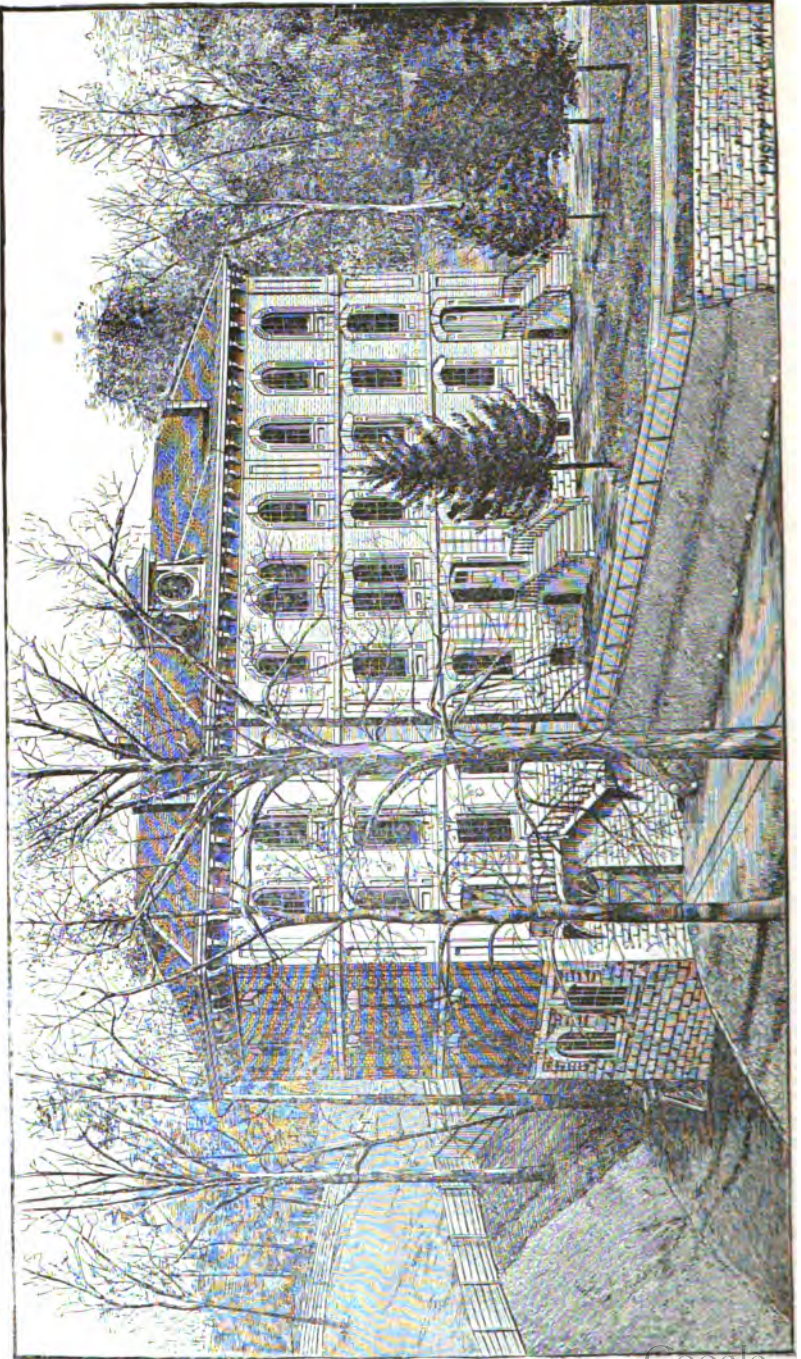
NIGHT WATCH

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MAGGIE DONLAN.





**TRADES SCHOOL BUILDING.**

# INDUSTRIES AND TRADES.

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# SEVENTY-FOURTH ANNUAL REPORT.

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The Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb, respectfully present to the Legislature of the State of New York their Seventy-Fourth Annual Report, for the year ending September 30th, 1892.

With this report are also submitted the separate reports of the Principal, Superintendent, Physician, Ophthalmologist and Otologist, Treasurer, and Committee on the Annual Examination, which give information in detail of each department in the Institution, the methods used, and the progress made.

The Superintendent's report shows that at the end of the year, 296 pupils were connected with the Institution, of whom 208 were males and 88 females. During the entire year 330 pupils have been present, of whom 225 were males and 105 females.

The decrease in numbers is mainly due to the fact that some of the pupils leave the school earlier than they should, and engage in business just at the time when a year or two more of education would do the most good.

We would again respectfully urge on your honorable body the passage of a compulsory education law for deaf-mutes, and an amendment to the law which makes three years' residence in the State requisite to admission, by changing the necessary time of residence to one year.

During the year the children were taught by sixteen teachers, including the Principal, of whom four taught articulation and lip-reading only; one taught drawing and applied art; and the others taught English language and other studies.

More and more attention has been paid to teaching articulation, but always in conjunction with the sign-language, or what is called the Combined System, and which we consider the best.

The report of the Committee on the Annual Examination which was held in June last, shows in full our plan of operations, and is worth a careful reading and study by all who are interested in deaf-mute instruction. The examiners have written their reports, which are here appended.

Special attention has been paid to manual training and technical

instruction, that each pupil may, when he leaves us, have the means of earning his living.

In the Art Department great progress has been made, and pupils fitted for art work, for which there is a great demand.

In the report of the Principal are discussed the value of the Combined System of instructing the deaf, the general objects aimed at in their education, and the particular methods employed in teaching, both written and spoken language; the teaching of art and the mechanical trades; the subject of physical, in its relation to mental, exercise, with a description of the calisthenic performances of the girls and the athletic achievements of the boys.

We would again urge upon your honorable body that the allowances for State pupils should be increased from \$250 to \$300 per annum.

The Institution is run on an exceedingly economical basis, and yet there is a deficit of \$5,399.04 in the general account.

And if we could afford it, we would be benefitted by having a larger number of teachers, so that each pupil could have more of the teacher's attention and care.

The report of the Physician shows a remarkably good state of health, despite the drawbacks of the occasional visits of pupils to their homes, after which they return in not as good a condition as when they left.

This Board, thoroughly appreciating their responsibility in the management of so large an Institution, have endeavored in the past, and will endeavor in the future, to discharge their duties in a complete and conscientious manner.

They fully appreciate and acknowledge the liberality of your honorable body in the past, and confidently hope for your favorable action as to the foregoing suggestions for the future.

ENOCH L. FANCHER,  
*President.*

THATCHER M. ADAMS,  
*Secretary.*



## REPORT OF THE PRINCIPAL.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

GENTLEMEN :—A review of the work accomplished by this Institution, as one of the agencies employed by the State to carry out the provisions of law for the education of the twelve hundred children and youth, who, by reason of deafness, cannot avail themselves of the schools and academies established for the hearing, necessarily touches on many points that cannot fail to awaken the sympathy of the benevolent or to attract the intelligent attention of those interested in the development of mental, moral and social science. It is, therefore, with a sense of peculiar responsibility that I present to you, herewith, the report required of me at this time.

The oldest, and for a long period the only school of the kind in the State, the Institution has, during the seventy-five years of its corporate existence, sent forth three thousand and fifty-one deaf-mutes, most of them able to maintain themselves in the various departments of productive industry, and to discharge intelligently the duties of citizenship.

Though its field has been narrowed by the establishment of seven other institutions in different parts of the State, it continues to perform its mission in a manner which long experience has proved to be sound in philosophy and practical in efficiency.

The number of teachers, including the Principal, is sixteen, of whom eight are males and eight females. Of these, there are six thoroughly trained deaf teachers, who have been rendered competent for their position, not only by education and temperament, but also by the circumstance that they have themselves passed through the several gradations through which they are obliged to take their pupils. The others are hearing gentlemen and ladies of exceptional experience and ability. The latest addition to the faculty of instruction is Mr. George Ray Hare, a graduate of Amherst College, who has fitted himself for our work by a thorough course of study and practice in the Normal Department of the National College for Deaf-Mutes, in Washington, D. C. He entered upon his duties in the month of September last.

Of the pupils in attendance in the year ending on the 30th of September, 1892, there were supported by the State of New York, under appointment by the Superintendent of Public Instruction, 213 ; by the Counties a part of the year, and afterward by the State, 13 ; by the Counties (children under 12 years of age), 97 ; by their friends, 4 ; and by the Institution, 3 ;—a total of 330, divided as to sex in the proportion of 221 males to 109 females.

The system by which they are raised out of a condition marked by utter ignorance of the language of the country, and by the absence of all the ideas and the knowledge that originate from association with persons endowed with all their faculties, up to the full enjoyment of the blessings that are the common heritage of the civilized among mankind, has come to be recognized under the name of the Combined System, a term intended to convey the idea that the instruments employed are not only the sign-language, the manual alphabet and writing, but also speech addressed to the eye of the deaf, and artificially produced by their own vocal organs, the last named, when successfully acquired, being susceptible of substitution for the others in the daily routine, as well as valuable in the way of communicating with hearing persons outside of the Institution.

In the society of the Institution is to be found an enlarged, refined and explicit language of gestures, to which the young deaf-mute is introduced when he enters upon his course of instruction, and which he acquires naturally and without effort, as other children do spoken language. Through this, he is able to share in the knowledge diffused through the community of which he now forms a part, to converse with his fellows with ease and enjoyment, to gain information from daily lectures, and to participate in the discussion of questions of which he would not have even an inkling, if he had to wait till, with laborious effort, he had mastered the, to him, foreign language of words.

In this instrument, placed in his hands by nature, he fortunately finds a great assistance in learning to read intelligently and to write correctly.

Objects and pictures can be freely used in teaching him the signification of words expressing names and qualities, and simple directions may be given with the manual alphabet or in writing, which, when performed, become the basis of questions, the answers to which must take the form of direct statements, but it is in enabling him to realize the meaning and force of connected idiomatic discourse that the teacher finds his familiarity with signs an incalculable advantage. After he has acquired a small vocabulary embracing different parts of speech, and has come to understand the assertive power of the verb.

the teacher begins to make all his communications in simple English. For the sake of exciting his interest, he often tells him little stories by spelling them out with his fingers, sentence by sentence, and requires the pupil to make a responsive sign for each word and phrase, to indicate his knowledge or want of knowledge of its meaning, himself making the necessary explanations when the pupil is at fault. The pupil then writes out the sentence in the exact words in which it has been given. In this way are imparted all the simple forms of expression that the pupil will have occasion to use, and thus he is enabled, early in his course, to write little letters to his friends and to converse with his teacher in the language he is acquiring.

Following this method, the English language is poured into his mind, till he is able to use it freely and to express in writing all the ideas he may have gained from reading or from other sources. Many of these ideas he has derived from the interchange of thought constantly going on in signs outside of the schoolroom, and from the frequent occasions on which the whole body of pupils is addressed in the only language through which the effects of eloquence can be produced upon the congenitally deaf.

To him the sign-language is an inspiration. It is a language of thought, not of words, but it does not in the slightest degree affect unfavorably his use of the English language. Frequent are the mistakes he makes in his attempts at original composition, but this is because his knowledge of idiomatic phraseology has not yet overtaken the onward march of his untrammelled thought. These very mistakes, moreover, are a benefit and not a drawback, for they furnish to the teacher an opportunity, when he revives his work, to show him the verbal forms best adapted to the expression of a given idea. To prevent a deaf-mute from committing any errors in writing during his course, it would be necessary to pursue a method that would limit the operation of his mind to the advancement he should make in the use of words, a repression which, to say the least, would be unfortunate. As an exercise bearing upon this point, the pupil is often encouraged to tell his teacher something in signs and then express it in words, the teacher showing him wherein he has failed. The tendency of this is to secure exactness both in signs and in words. When the equilibrium is reached, and signs and words are interchangeable, we find that a far greater gain has been obtained than would have been the case had he been dwarfed intellectually, by being absolutely prevented, were that possible, from using the natural language in which his soul delights.

As soon as the pupil's knowledge of verbal language will justify it, text-books are placed in his hands, and he has lessons in the various branches taught in common schools. Up to this time, grammar

has been learned incidentally. Now it is taught systematically. This is greatly facilitated by the use of a very ingenious set of symbols, by means of which all the parts of speech are distinctly represented to the eye. Each of these symbols can be so modified that the inflections of nouns and pronouns, the comparison of adjectives, and the various moods and tenses of the verb, as they appear in the sentence, can be perceived at a glance. They can, moreover, be so arranged as to exhibit, not merely the simple relations of the adjective and adverb to the noun and verb which they respectively modify, but also the relations of adjectival and adverbial phrases and clauses to the same parts of speech, the phrase being surmounted by a brace over which the symbol for adjective or adverb is placed, and the clause being enclosed by a combination of the brace and parenthesis with the appropriate symbol above it. In this way the whole subject of primary and subordinate sentences is made so clear and simple, that the deaf-mute finds no difficulty in understanding that which, as presented in ordinary grammar, seems so complicated.

Arithmetic, which has been taught from the first, by exercises in numbers, now receives a more systematic development ; while with geography and history, the pupil becomes especially familiar, because he has been prepared for these studies by frequent lectures delivered in signs and illustrated by the stereopticon.

Those of our pupils composing the "High Class," pursue an advanced course, such as is followed in Normal Schools and Academies. Quite a number have been fitted for and admitted into the National College for Deaf-Mutes. Three of these had completed the course pursued in other Institutions, where the standard of attainment was not so high, and came to us for the additional instruction required. We have two such pupils now, who, but for the facilities afforded by us, could not hope to obtain the benefit of a liberal education.

Each of our pupils has a daily lesson in articulation and lip-reading, the basis of which is a set of symbols devised by Prof. A. Melville Bell, representing pictorially the several positions of the organs of speech in uttering the different sounds of the English language. This constitutes a phonic alphabet, the successful mastery of which will enable any deaf-mute to speak and to read the lips.

The consonants are taught as initials and terminals in connection with the open vowel sound *ah*, as for instance, *pä*, *bä*, *mä*, *fä*, *vä*, *whä*, *äp*, *üb*, *äm*, *äf*, and *äv*, in which the consonant sound depends upon the position of the lips. As the teacher utters the combination, the pupil represents it both by symbols and by ordinary letters, and then pronounces it audibly. When the consonant sounds have been learned,

the eighteen vowel sounds are taught in four groups. As each group is learned, the teacher gives a number of little sentences, each embracing all the vowels in the group, but omitting all vowels not previously learned. Thus, in connection with the group consisting of the vowel sounds, ē, i, ā, ĕ, ă, are given the sentences, "A fish is eaten at breakfast," "The east wind is a very bad wind," and others constructed on the same principle. These, as was done in the case of the alphabet of consonant sounds, the pupil reads on the lips, writes in symbols and with letters, and then repeats with the voice. Then follow a large number of sentences, arranged in lessons. Each lesson embraces all the sounds of the English language, both consonant and vowel, and gives such a complete drill in both symbols and sounds, that, as lesson after lesson is given by the teacher and repeated by the pupil, the latter comes nearer and nearer to the end sought—that of reading the lips readily, and of speaking with ease and distinctness. In some of the lessons, the sentences are so arranged that there is a connected train of thought running through, while in others they are independent of each other, but each lesson fulfills completely the purpose in view.

All our pupils are taught to draw from objects and from nature, and much attention is given to the production of natural forms, as distinguished from conventional, with a view to make them the basis of designs. In this way industrial drawing becomes more artistic and attractive than under the usual methods. Selected pupils spend three hours *per diem* in the study and practice of applied art, and find in it a special preparation for earning their own living as designers, decorators, carvers, engravers, lithographers, and painters on glass and porcelain, while the opportunity is also given to the more gifted to become skilled in high art, either as painters or sculptors.

This is in harmony with another feature of the Institution, the trade schools in printing, cabinetmaking, carpentry, tailoring, shoemaking, gardening and baking, which an enlightened policy led the Board of Directors to establish many years ago, with a view to utilizing intervals of time during the extended period required for the education of our pupils in other respects, and to making it possible, when they leave us, to enter, at once, without additional training, upon some useful pursuit in life.

A great success has also been scored in the teaching of cooking to the older girls, wherein they have made such proficiency, that, when they return to their families, they are welcomed as valuable assistants in the household economy. Some of those who have been taught this branch, have found places in families, where they are much esteemed, not only on account of their culinary skill, but also because of the

estimable qualities which are the result of their remedied misfortune.

So far from interfering in any way with the studies of the pupils, this training of the hand, of the eye and of the judgment, has brought them additional mental activity. Each trade taught has furnished its own object lessons. It has enlarged their vocabulary of terms and their fund of expressions, and it has given added zest to life, by relieving it of monotony, and suggesting that the time is coming, when they can turn all their acquirements to practical account. The habits cultivated in learning handicrafts have, moreover, reacted favorably upon their intellectual progress. The boys, who appeared dull in school, and to whom the acquisition of verbal language was a task, have frequently manifested talent of another kind, and have been encouraged to self-confidence and greater exertion in the school, while the brighter boys have discovered the necessity of industry and patience, as factors in the attainment of solid acquisitions. So beneficial, indeed, have been the effects of this alternate occupation, that it has been invariably noticed that the most reliable boys—those who can be depended upon to do the best they can in every department of the Institution; the boys who exhibit the best moral characteristics—are those who have been most faithful in the department of manual labor.

Perhaps there is no one of the industries taught, that lends itself more directly to improvement in the school-room, than that of type-setting. The care to be exercised in punctuation, in orthography, and the constant attention to idiomatic verbal language required in following "copy," are distinctly in the line of the chief object of instruction, *viz.*, the restoration of the deaf-mute to society, by giving him an intimate acquaintance with alphabetic discourse. It is, moreover, found to be peculiarly profitable in a pecuniary point of view, as not one of our pupils who have learned "the art preservative" has failed to secure a remunerative situation immediately upon his graduation.

It is gratifying to observe that the progress of our pupils during the past year, has not been interrupted by ill health. While this is to be attributed in great measure to the excellent ventilation of our commodious buildings, to the salubrious site, and to the healthful diet supplied, and the rigid cleanliness enforced by the able and energetic superintendent, Mr. Brainerd, it is but justice to the teachers to say, that they also contribute to the promotion of health among our inmates, by the encouragement they give to the taking of physical exercise.

In addition to conducting the calisthenic exercises which form a part of the school routine, most of these taking the form of concerted signs, in which, to grace of motion is added the rendering of poetry in

a way that produces a delightfully stimulating effect, the lady teachers take their pupils, from time to time, outside the premises, on peripatetic lectures, for which fresh scenes suggest new and interesting topics. Sketching parties are also formed among the girls, by the teacher of drawing, who delights in calling their attention to the beauties of nature.

With the boys, the interest taken by their teachers in this important matter, manifests itself in another way. With the exception of about fifty, who, on account of their more tender years, are especially cared for in a separate building, known as the Mansion House, the remainder are, as a body, under a teacher detailed for the purpose, subjected to a regular military drill, which produces erectness of carriage, firmness of step and elasticity of movement, in connection with simultaneousness of action. In this, the other teachers lend their aid by a separate training of their special pupils in the school room. It is, however, on the field of athletic sports that our boys reap the greatest benefit in the way of physical exercise. In walking, running, leaping, swimming, skating and rowing, they show themselves adepts, and in baseball and football they have matched themselves successfully with hearing clubs, in response to challenges given or taken. In this, they have received direct instruction from those of the teachers who take special interest in such matters, while, by the kindly oversight of the latter they have been prevented from letting enthusiasm degenerate into excess. All the rules of the various games they know as perfectly, and follow as implicitly, as any of the students who have given to their respective colleges for the hearing reputation for that balancing of physical with intellectual effort, which results in the "*Mens sana in corpore sano*" of the ancients, and derive therefrom the same advantage.

The situation of the Institution commends itself to the parents and friends of those who come to it for instruction. With a broad and majestic river flowing directly in front, and with ample grounds on the sides and in the rear, it furnishes all the advantages of the country, while its proximity to the Metropolis enables the pupils to visit museums of Natural History and of Art, to attend great fairs like those given by the American Institute, to see the obelisk and other monuments that adorn our Central Park, to become familiar with the appearance of the animals representing all parts of the globe, which are gathered in its unique menagerie, and to view the pageants, civic and military, in which the great world indulges on memorable occasions.

The recent displays in honor of the discovery of America, four hundred years ago, they enjoyed in their entirety. They had been prepared to appreciate them by a course of readings of Washington Irving's "*Life of Columbus*," given in signs, through which the whole

of that great work had been vividly impressed upon their minds. Through the kind invitation of Mr. William R. Stewart, acting for Miss Rhineland, they were furnished with most desirable seats on a platform erected by that benevolent lady near her house. The naval demonstration was witnessed by the boys from Riverside Park, at a point where it was especially conspicuous, and by the girls from our own grounds.

The only drawback upon the efficiency of the Institution is the fact that, though we have been able to grade our pupils in such a way as to bring under each instructor those who can go on well together, the classes are larger, in some instances, than is desirable. So much individual attention is required in teaching the deaf, that the classes should invariably be small. With our present force, this great desideratum is unfortunately not practicable. It furnishes ground for an appeal to the Legislature to compute the appropriation to the Institution at the former rate *per capita* of three hundred dollars *per annum*, which has for some years been reduced to two hundred and fifty.

#### ACKNOWLEDGMENTS.

Our thanks are due for a collection of \$27.50 taken up at the Church of the Pilgrims, after an exhibition given by us on the 5th of June last, and placed in my hands to meet special needs of pupils and graduates, also to Mrs. Mary Thorn Carpenter, who has presented to the library, her work entitled, "A Girl's Winter in India," and the editors and others for the following publications, which have been sent to the Institution for the use and enjoyment of its inmates :

#### *Annual.*

Sotheran's Current Literature, London, England.  
Steven's Book List, London, England. (Ten Copies.)

#### *Quarterly.*

Putnam's Notes on New Books, New York City.

#### *Monthly.*

Our Language, New York City.  
Our Record, Buffalo, New York.  
Silent Echo, Winnipeg, Manitoba.  
Home and Country, New York City.  
Texas Mute Ranger, Austin, Texas.  
The Acorn, Winthrop Centre, Maine.



Taubstummen-Courier, Wien, Germany.  
Our Animal Friends, New York City.  
The New Method, Englewood, Illinois.  
St. Nicholas Magazine, New York City.  
The Silent Educator, Flint, Michigan.  
The Queen of Fashion, New York City.  
The Sheltering Arms, New York City.  
Lilly's Bulletin, Indianapolis, Indiana.  
The Silent Worker, Trenton, New Jersey.  
The Gazette, Edgewood Park, Pennsylvania.  
The Arkansas Mite, Little Rock, Arkansas.  
The Sunday School Journal, New York City.  
The Pacific Banner, Winthrop Centre, Maine.  
Wataqua Valley Notes, Elizabethton, Tennessee.  
Il Sordomuto, Milan, Rome, and Naples, Italy.  
La Gazette des Sourds-Muets, Nancy, France.  
Appleton's Literary Bulletin, New York City.  
The Child's Paper, New York City. (Twenty Copies.)  
Dodd and Mead's New Publications, New York City.  
The Scholar's Magazine, Philadelphia, Pennsylvania.  
Missionary News of the Archdeaconry, New York City.  
The Young Ladies' Christian League, New York City.  
The Sunday School Times, Philadelphia, Pennsylvania.  
Houghton & Mifflin's Literary Bulletin, Boston, Mass.  
The Philanthropic Index and Review, Kalamazoo, Michigan.

*Semi-Periodical.*

Publications of the Volta Bureau, Washington, D. C.  
Publications of the Am. Ass'n for Teaching Speech to the Deaf.

*Semi-Monthly.*

Advocate and Guardian, New York City.  
Deseret Eagle, Salt Lake City, Utah.  
Sunday School Advocate, New York City.  
Nebraska Mute Journal, Omaha, Nebraska.  
The Washingtonian, Vancouver, Washington.  
Canadian Mute, Belleville, Ontario, Canada.  
The Silent Observer, Knoxville, Tennessee.  
Maryland Bulletin, Frederick, Maryland. (Three Copies.)

*Weekly.*

Progress, New York City.  
Uptown Press, New York City.

Juvenile Ranger, Austin, Texas.  
 The Tablet, Romney, West Virginia.  
 The Uptown Visitor, New York City.  
 The Companion, Faribault, Minnesota.  
 The Utica Herald, Utica, New York.  
 The Golden Rule, Boston and Chicago.  
 The Mute's Chronicle, Columbus, Ohio.  
 The Rural New Yorker, New York City.  
 The Weekly News, Berkeley, California.  
 The Wisconsin Times, Delavan, Wisconsin.  
 The New York Evangelist, New York City.  
 The Deaf-Mute Voice, Jackson, Mississippi.  
 The Kentucky Deaf-Mute, Danville, Kentucky.  
 The Weekly Mail and Express, New York City.  
 The International Book Seller, New York City.  
 The Kansas Star, Olathe, Kansas. (Two Copies.)  
 The Optic, Little Rock, Arkansas. (Two Copies.)  
 The Messenger, Talladega, Alabama. (Three Copies.)  
 Deaf-Mute Mirror, Flint, Michigan. (Two Copies.)  
 The Goodson Gazette, Staunton, Virginia. (Two Copies.)  
 Our Little People, Rochester, New York. (Two Copies.)  
 The Deaf-Mute Register, Rome, New York. (Two Copies.)  
 The Deaf-Mutes' Journal, New York City. (Four Copies.)  
 The Deaf-Mute Index, Colorado Springs, Col. (Two Copies.)

*Semi-Weekly.*

The Rome Sentinel, Rome, New York.  
 Newburgh Journal, Newburgh, New York.  
 The World's Fair News, Chicago, Illinois.

This list of acknowledgments would be incomplete, should I fail to mention the courtesy and kindness of the officers and directors of the Colorado Institution for the Education of the Deaf and Dumb and the Blind, where were entertained, from the 7th to the 11th of August last, the members of the Seventh Conference of Principals of the Institutions for the Deaf in the United States and in Canada.

In buildings, ample, well planned and imposing, situated amid scenery in which the beautiful was merged in the sublime, were brought into intimate association the leading members of a profession which is inferior to none in its beneficent relations to humanity, and were discussed questions upon the decision of which depends the happiness and welfare of a large and most interesting class of the community.

As the representative of the New York Institution, I was honored with the position of President of the Conference, and, therefore, feel that I am speaking for others, as well as for myself, when I recall the ease and comfort with which we were surrounded, the excursions to the wonderful caprices of Nature in the shape of gardens and glens and canyons and summits, with which our labors were diversified, the receptions, public and private, with which we were favored, and the various other evidences of sympathy with and respect for our work.

It will long be a subject of pleasant recollection that the people of the young, vigorous and promising State of Colorado, honored themselves as well as us in honoring our work, and that amid the many evidences they exhibit of present prosperity and future greatness, what they have done for the welfare of the deaf stands conspicuous.

All of which is respectfully submitted.

ISAAC LEWIS PEET,

*Principal.*

NEW YORK INSTITUTION FOR THE INSTRUCTION  
OF THE DEAF AND DUMB, *November 1, 1892.*

## Report on the Annual Examination.

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JUNE, 1892.

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*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :*

*Gentlemen :*—Pursuant to the resolution adopted by the Board appointing the undersigned a Committee to conduct the annual examination of the pupils, we beg leave to report that this interesting duty was performed on Wednesday, Thursday and Friday, June 8–10. The first day was devoted to the examination of the Academic Department, the second to the classes of the Grammar, Intermediate and Juvenile Departments, while the third day was given to a careful inspection of all the classes in articulation and lip-reading.

In the assignment of classes to special examiners, the Committee availed themselves of the assistance of Rev. E. Spruille Burford, D.D., who examined the High Class, and Messrs. J. F. Lockwood, Gilbert Gaul and Theodore Peet. To these gentlemen the Committee desire here to express their acknowledgment of the valuable services rendered on the occasion, and of their very full reports, which are embraced in these papers.

The grading of the twenty classes into which the school was divided, was substantially the same as in the preceding year, *viz.* : Juvenile, Intermediate, Grammar and Academic, the first and last of which, together with the classes in Art and Articulation, were examined by the special examiners already mentioned. The classes of the Grammar and Intermediate Departments were assigned to the various teachers, and thus aided, the Committee was enabled to expedite the work.

As an aid to a full comprehension of the standing of the various classes, the committee and examiners made use of the annexed schedule supplied by the principal, which afforded important information concerning the general classification throughout the past school year :

# SCHEDULE OF CLASSES, JUNE 9, 1892.

## I.—MALES.

| Class. | TEACHERS.             | Standing.          | Under instruction during the year. | Present at the Examination. |
|--------|-----------------------|--------------------|------------------------------------|-----------------------------|
| H. C.  | Enoch H. Currier..... | 8 to 11 years..... | 15                                 | 13                          |
| I.     | Thomas F. Fox.....    | 8 years.....       | 10                                 | 10                          |
| II.    | Walter B. Peet.....   | 7 years.....       | 12                                 | 12                          |
| III.   | Thomas F. Fox.....    | 5 to 6 years.....  | 16                                 | 16                          |
| IV.    | William G. Jones..... | 4 to 5 years.....  | 18                                 | 13                          |
| V.     | Walter B. Peet.....   | 3 years.....       | 16                                 | 15                          |
| VI.    | William G. Jones..... | 2 years.....       | 13                                 | 12                          |
| VII.   | Chester Q. Mann.....  | 1 year.....        | 17                                 | 17                          |
| VIII.  | Jane T. Meigs.....    | 1 year.....        | 8                                  | 7                           |
| IX.    | Chester Q. Mann.....  | 1 year.....        | 19                                 | 19                          |
| X.     | Stanley Robinson..... | Nominal.....       | 7                                  | 7                           |

## KINDERGARTEN.

(Children under 10 years.)

|     |                       |                       |     |     |
|-----|-----------------------|-----------------------|-----|-----|
| I.  | Luann C. Rice.....    | 3 years.....          | 20  | 19  |
| II. | C. W. Van Tassell.... | 3 weeks to 1 year.... | 41  | 35  |
|     |                       |                       | 212 | 195 |

## II.—FEMALES.

|       |                       |                    |    |    |
|-------|-----------------------|--------------------|----|----|
| H. C. | Ida Montgomery.....   | 8 to 11 years..... | 18 | 14 |
| I.    | Myra L. Barrager..... | 6 to 8 years.....  | 16 | 16 |
| II.   | Myra L. Barrager..... | 5 years.....       | 16 | 15 |
| III.  | Ida Montgomery.....   | 3 to 4 years.....  | 13 | 13 |
| IV.   | Josephine L. Ensign.. | 2 years.....       | 13 | 13 |
| V.    | Josephine L. Ensign.. | 1 year.....        | 20 | 18 |

## SPECIAL CLASS.

|                     |               |    |    |
|---------------------|---------------|----|----|
| Jane T. Meigs... .. | Nominal ..... | 2  | 1  |
|                     |               | 98 | 90 |

## RECAPITULATION.

| UNDER INSTRUCTION DURING THE YEAR. |     | PRESENT AT THE EXAMINATION. |     |
|------------------------------------|-----|-----------------------------|-----|
| Males,                             | 212 | Males,                      | 195 |
| Females,                           | 98  | Females,                    | 90  |
| Total,                             | 310 | Total,                      | 285 |

To ascertain as nearly as possible, the individual standing of the pupils, each was required to give written answers to a series of questions covering the course of study pursued in each class. The courses varied except in two very important respects. These were a written daily journal, and the Sunday lesson—passage of Scripture, hymn for the day. The Lord's Prayer, the Ten Commandments—which were required from the pupils of every class sufficiently advanced to read and write, on every Sunday throughout the year. When considering the examination papers, excellence was based on the originality of ideas and correctness of expression in language used, combined with neatness and evidences of care in the written replies.

The classes included in this group were six in number, four of boys and two of girls, in all one hundred and twenty pupils. Their standing was all the way from three weeks to three years. Of the classes here being considered, one of boys was merely nominal in standing, being formed of pupils so backward that they were dropped from other classes and grouped together under a special teacher.

With this exception, the classes followed the same special system designed by the principal for the instruction of primary pupils, though on a varying scale according to the standing of the classes. The text books in use were Peet's Language Lessons, Peet's Course of Instruction Parts I and II, Fuller's Illustrated Primer, Mitchell's Primary Geography, Penmanship. The reports of the examiners are here given :

NEW YORK CITY, JUNE 9, 1892.

"In pursuance of criticism and examination into the methods of instruction and modes of imparting it to deaf and dumb pupils in the 'New York Institution,' I made an all-day study of the Primary and Kindergarten Departments, on the above-named date.

"In the Primary Department, I was present at the examination of a class taught by Miss Montgomery. The members of this class showed wonderful proficiency in geography ; pointing out without hesitation the rivers, mountains and other natural features ; showing remarkable memory and especial aptitude for this kind of study. The deportment of the class is perfect, and its members would compare very favorably with the pupils of any public school I have ever seen, especially when are considered the disadvantages these afflicted ones have had to bear up under, in early youth. The teacher appears to me almost worn out with fatigue ; I think her hours of duty perhaps are too long, and her application too severe. A *trained teacher*, as she is, should be very tenderly treated and urged to save her health and strength, and not allowed to be subject to any over-fatigue. Miss Montgomery's class showed an intelligent interest in current historical events, such as

reigning authorities, etc. I should think American History could easily be made the most fascinating study for American school-girls.

"In the class taught by Miss Meigs, the greatest difficulty was obvious, in the constant attention of the teacher to the deaf, dumb and blind girl pupil, who has some hours of instruction every day apart from the others. The progress shown by this young lady is amazing ; she can read raised print easily, is familiar with Bible stories and characters, and is bright, entertaining and very interesting to all who meet her. Such an outcome of the limited amount of instruction the teacher has been able to give to her, speaks volumes for the system, and shows the highest development of the methods employed in this class of work, especially affirmed by the deaf, dumb and blind boy's career in this same Institution, to whom I will refer later.

"In the Kindergarten Department taught by Mr. C. W. Van Tassell (in the Mansion House), I found 35 pupils, including a boy who cannot see, or hear, or speak. This boy, whose name is Orris Benson, is a prodigy. He can do easily all that his teacher claims for him, and much more. He can spell well, write fairly on blackboard, slate or paper—can write words up to five and six letters from memory, after tracing them with his fingers on a depressed (or cut-in) board. He has ideas that are bright and intelligent. I asked him, 'Where God lived ?' He wrote on the blackboard, "God lives in heaven and everywhere.' He can write words on the board after the visitor has traced them on the boy's forehead or hand ; he can figure pretty well, and is even happy in his own way :—such a pupil, but for the advantages offered in this Institution, would literally sit in darkness all the days of his life, moaning with despair, uncheered by any sign or communication from the sentient life outside of him, and that darkness then would be black, indeed, now so happily dissipated and made into heavenly sunlight by the blessings of the advanced methods of treating such unfortunates as this Institution employs. The other little pupils wrote for me on papers, blackboards and cards, the names of articles I had in my pockets, or on the table in the room, or about the place ; also their names, and the name of the city where they lived, etc. They could point out objects after I had written the names. Altogether, this class shows the most patient, careful and affectionate treatment, by its painstaking teacher, Mr. Van Tassell.

"I can say, in conclusion, that the entire time of the teacher could easily be monopolized by the Benson boy, whose case is especially deserving of all the attention the authorities can bestow. The class, in my opinion, should be divided, and happy would those pupils be, if they could have an additional teacher of the same quality as Mr. Van Tassell, whose patience, forbearance, tact, and unwearying vigilance

are unceasing. In closing this report, I must say that the neatness observable throughout the Institution calls for high praise. The floors, the furniture, the dining-room tables, all show the most exacting care, and leave nothing in the point of cleanliness to be desired. Fortunate, indeed, is the Institution that can retain the services of such men in control, who, with the slender means at their command can produce such amazing results.

“Very respectfully,

“JNO. F. LOCKWOOD.”

“The class taught by Miss L. C. Rice, showed a remarkable command of language, considering the tender years of its members.

“The boys have acquired a fund of useful sentences, which they can use in writing to make their wants known, and their ideas understood in the outside world. Any one of these boys could, it seems to me, travel alone from New York to San Francisco, and, armed with a pencil and writing pad, have no difficulty in communicating with all with whom he might be brought in contact.

“But the acquirements of these boys are deeper than this. They have not merely mechanically learned a number of sentences, but have been drilled upon them in such a way as to have grasped the idea of language in general. They are not parrots, but have been taught to think. They wrote correctly the past tenses of a number of regular and irregular verbs (the irregular verb is the stumbling block of the deaf-mute and they had gotten bravely over it), performed exercises in simple addition, and counted out sums of money in silver. Their great facility in the use of Roman numerals attracted the examiner's attention.

“There are a number of sentences and forms of expression, which a deaf-mute is apt to use incorrectly. These Miss Rice has carefully and patiently collected, and has drilled her pupils upon them. She writes the incorrect sentence upon the blackboard, which is then written in its correct form by her pupils upon their slates.

“Miss Rice has, with great labor, made a collection of pictures bearing on animals, birds, trees, plants—indeed, I might say bearing on almost every conceivable natural or manufactured object. For instance, when a pupil wants to know what wheat is, she turns to her collection and shows him, in succession, the young plant, its roots, a field of growing wheat, the ripened grain, and lastly a loaf of bread. He must be a dull pupil who could not understand an idea explained by this able teacher with the aid of her pictures.

“The examiner feels that this teacher deserves great honor for the



marked ability she has shown, an ability amply supplemented by unceasing labor and never-ending patience. He does not see how this class could have been better taught.

“THEODORE PEET.”

### INTERMEDIATE DEPARTMENT.

The grade next above the primary embraced seven classes, five of males and two of females, the standing of the pupils ranging from three to five years. It was composed of those classes in which the pupils were sufficiently advanced to express their thoughts in written language, and who had reached the stage when other subjects besides language might be profitably begun. Still language continued the main object to which the other studies were used as aids, and continued practice with original journals, letters and sentences, followed by careful correction and explanation of errors of omission and commission, occupied the greater part of the daily instruction. The other subjects of study included Goodrich's *Child's History of the United States*, Peet's *History of the United States*, Montieth's *First Lessons in Geography*, Montieth's *Manual of Geography* (with map exercises), Peet's *Course of Instruction Part III*, Ray's *Elementary Arithmetic*, Thomson's *Graded Arithmetic*.

### GRAMMAR DEPARTMENT.

In the classes comprising this department, the pupils were, as a part of their language, strictly drilled in special grammatical exercises by means of illustrative symbols. These afford the pupil a comprehension of the various parts of speech without the confusion of grammatical rules. By the use of the symbols, every modification in any part of speech, and every circumstance of its regimen in the sentence, is clearly presented to the eye. Phrases and clauses which are the equivalents of substantives, adjectives and adverbs, are indicated by braces over which the symbol of such part of speech is placed. The work of instruction is thus simplified for the teacher, while to the pupil grammar is robbed of much of its terrors, for the idea is not so much to teach the ramifications of grammatical rules and exceptions, as to supply the pupil with certain guides in the form of symbols which have their fixed places.

The grade included four classes, three of males and one of females, with a standing of from five to eight years, and ranking from the third class of boys to the first class of boys and girls respectively. The class of five years' standing had pursued a course including, in addition to the

regular language exercises, Peet's History of the United States, Barnes' Geography, and Thomson's Graded Arithmetic, through factoring. The next class above had gone still further in arithmetic, history and geography, and devoted more time to the language exercise. In the two most advanced classes of this grade, one of each sex, the pupils had completed the regular course of the school in preparation for graduation, and in some instances were candidates for admission to the Academic Department. The general outline of study pursued in these classes was : Eggleston's History of the United States and Its People, Hutchinson's First Lessons in Physiology and Hygiene, Hooker's Book of Nature, Part III (Air, Fire, Water, etc.), Barnes' Complete Geography, Thomson's Complete Graded Arithmetic, and Bryant's Common School Bookkeeping.

### SPECIAL CLASS.

The blind and deaf girl, Catherine McGirr, was in this class under Miss Jane T. Meigs. Her work was examined in connection with Miss Meigs' other class. The means of instruction were the manual alphabet and Moon's Alphabet for the Blind. Writing of this pupil, the examiner says : "The progress shown by this young lady is amazing ; she can read raised print easily, is familiar with Bible Stories and character, and is bright, entertaining and very interesting to all who meet her."

### ACADEMIC DEPARTMENT.

As heretofore, the High Class was practically two classes, the males being under the instruction of Mr. E. H. Currier, and the females under Miss Ida Montgomery. In the male division, there were fifteen young men, and in the class of females, eighteen young women, the class standing being from eight to eleven years. On the result of the examination of these two classes, the special examiner reports as follows :

#### REPORT ON THE EXAMINATION OF THE HIGH CLASS.

NEW YORK, June 14, 1892.

ISAAC LEWIS PEET, LL.D.,

*Principal of the New York Institution for the Deaf and Dumb,*

DEAR SIR :—It was my happy privilege to examine on last Tuesday, the two high classes of the Deaf and Dumb Institution, for so many years under your able direction. While seeking to find out from the young ladies and gentlemen, what they had gleaned in the fields of

knowledge, I had a revelation made to me of the wonderful ability and capacity of both teachers and pupils in this Institution. These silent people have eclipsed all my conception of what could be done for and by them. I have examined many students in Colleges, Seminaries, and Academies, and I do not exaggerate, in any degree, when I declare that in all respects your students have shown a proficiency in all the branches of their education unsurpassed by those more fortunate in being able to hear and speak. It is simply marvelous that such results have been attained. Our great commonwealth should be proud of an institution which has achieved such happy and practical results. Mediocrity was seldom seen, and brightness, together with thorough knowledge, was the rule in this examination. I am amazed and delighted, therefore rejoice to give this testimony respecting the work so admirably done by teachers and pupils. I beg herewith to present a few of the features of the examination, beginning with selections from the many well-written words of welcome which greeted the examiner at the commencement of the examination.

#### ADDRESS OF WELCOME.

"REVEREND SIR:—As our examiner you come ; as our examiner we welcome you. May you find in us the embodiment of knowledge, and depart hence with a better opinion of our intellectual capacities than you have heretofore entertained. To the study of the English language we have devoted the greater part of our time (for it is the language that puzzles the deaf-mute more than anything else), and we hope you will see evidence of great improvement in our use of it.

"We extend to Rev. Dr. Burford a cordial greeting, and thank him for coming here to-day to test our mental progress. This is, indeed, an eventful day to us, and we look forward to the close with eager anticipations of success.

"I hope that Minerva will give us a sound mind, and Æsculapius a sound body, in order that we may be a credit to our teacher and our *Alma Mater*. This is my last examination with this class, as I graduate this year, but I hope I shall pass the last great examination creditably, and receive God's approbation : 'Well done, good and faithful servant !'"

The story of Our Country's History exhibited remarkable proficiency both in extent and understanding of characters and events, which could not be excelled in the best schools. My love of country and flag was much quickened by the strong and prompt answers to questions by these well-instructed but silent patriots. Would that all our

youth were as well informed, for it would give a higher tone to citizenship in this greatest Republic of the world's history. As an example, read the following :

*Question.*—What was the Northwest Territory ?

*Answer.*—The land lying unexplored beyond the Alleghenies, to the west. Daniel Boone, and a few other brave spirits, penetrated into the wilds and established settlements. The land was inhabited by wild Indians, who butchered all the whites caught there.

*Q.*—What was the cause of the second war with England ?

*A.*—The war was declared by President Madison, because the English captured the American ships, and the sailors were taken prisoners. England at that time needed the sailors for the war with France. They caused the American seamen to work in the English Navy.

*Q.*—What noted man died in the first year of Cleveland's Presidency (1885) ?

*A.*—Ulysses Simpson Grant.

*Q.*—What can you say of him ?

*A.*—He was a man of bravery, of patience and of perseverance. He was educated at West Point Military Academy. He was a soldier in the Mexican War. During the Civil War, he was the commander-in-chief of the Union Army. He was President of the United States two terms. When he retired from this office he made a tour of the World. He was received by all with honor and enthusiasm. He died from a cancer in his throat. Those who knew him were mournful for his death. Generals Johnson and Buckner, Confederate Generals, with Generals Sherman and Sheridan, acted as pallbearers at Grant's funeral.

*Q.*—What practice was begun by Jackson when he became President ? Is it good or bad ? Why ?

*A.*—The practice of conferring civil offices upon men who supported the President in politics. It originated with Thomas Jefferson, but was not carried on in an extensive scale till Jackson began it. I think it has both its advantages and disadvantages ;—in the first, because the President cannot conduct the government well without harmony in his cabinet ; its disadvantages asserted themselves during the administration of John Adams, when the Vice-President, Thomas Jefferson, differed with him in politics, and hence great dissensions arose, which made John Adams' presidency very unpopular.

Tell about the capture of Ticonderoga.

*A.*—Soon after the battle of Lexington, Ethan Allen, at the head of eighty backwoodsmen from Vermont, known as the "Green Mountain Boys," marched to the end of Lake Champlain where Ticonderoga

stood. At night they entered into the fort and found the Commander in bed and summoned him to surrender. "In whose name?" demanded the officer. "In the name of the Great Jehovah and the Continental Congress," replied Allen, and then captured the fort.

From the answers to the Geographical questions propounded, I take the following :—

*Q.*—How is Copenhagen situated? What interesting event has recently taken place there?

*A.*—Copenhagen is situated in the eastern part of Denmark, on the Island of Zealand. The fiftieth anniversary of the marriage between the King and Queen of Denmark took place on the 24th of May.

Describe the general features of the surface of Europe.

*A.*—Eastern Europe is a plain extending from the Arctic to the Caucasus Mountains and the Black Sea and westward from the Ural Mountains. The White, the Caspian, the Black and the North Seas break in the borders of the plain. The rivers of this plain are the longest in Europe. The northern parts contain many lakes. The only large plateau is in Spain. The Alps form the principal highlands in Europe.

Name the straits and rivers which connect the Great Lakes with one another and with the ocean.

*A.*—St. Mary River, Strait of Mackinac, Detroit River, St. Clair River, Niagara River and St. Lawrence River.

Give some account of the Empire of China.

*A.*—It is larger than the whole of Europe. Its leading occupations are agriculture and manufactures. Its religion is Buddhism. The government is an absolute and despotic monarchy. The people are called the Celestials. They built the great wall to keep the Mongol-Tartars out of China. The population of China is four hundred millions.

Note the following from English History :—

Tell about King John : character, murder of Arthur, Magna Charta, etc.

*A.*—John succeeded Richard his brother with the consent of the people, although Arthur, Godfrey's son, was the rightful heir. One of John's first acts was to cast Arthur into prison. Later on, he had the young prince murdered. The king of France, whose vassal John was, on account of his French possessions, summoned John to a court of arbitration on the charge of manslaughter. John refused to obey the summons, whereupon he was deprived of Normandy and other valuable possessions. This gained him the nickname of Lackland.

Soon after, John's arrogant and despotic behavior aroused the ire of several prominent barons, who, meeting in conference, drew up what was afterwards known as the *Magna Charta*. This they compelled John to sign. He did so reluctantly, for, by this charter, his power was greatly diminished. Some time later, Stephen Langton, a man of unblemished character, was selected by the Pope to be Archbishop of Canterbury. John refused to recognize him as such, whereupon the Pope placed the kingdom under an interdict. The interdict was recalled, however, when John submitted to the Pope's authority.

Q.—Can you describe an old-time tournament?

A.—When the king appointed the day for the games, the knights were dressed in armor, and also the horses were armored. The people were collected to attend the games. When the signal was given, the Knights on horseback rushed forth with spears. They used the battle axes, spears and bucklers. The knights used the spears to force their opponents off their horses' backs. The battle axes were used to hit and break the helmets of the knights. The victors chose their favorite damsels as their partners in the ball after the games.

From the papers on Physiology I extract a few answers as indicating the breadth of information upon this important subject.

Q.—What three divisions has the brain? Locate each. What do the convolutions indicate?

A.—The cerebrum, cerebellum and medulla oblongata. The cerebrum is the largest, and is situated at the top and front of the head. Its outer surface is covered with gray matter, which sinks deep into the brain in the form of convolutions. These convolutions indicate the intelligence. The deeper they are the higher the intelligence. The brain is the organ of thinking, and the central seat of the nervous system. In the inner part are a network of fine white glistening threads, (called nerves,) which are connected with the spinal cord, and it, in turn, sends out branches to every part of the body. The cerebellum, or little brain, is situated below the cerebrum, and is about one eighth the size of the cerebrum. It controls the vital organs, and preserves life. The medulla oblongata stands below the cerebellum, and connects the nerves of the brain with the spinal cord.

Q.—What circumstances stop digestion, or make it proceed slowly?

A.—Fast eating, mental distress, anger, drinking too much while eating too much, irregularity in eating and want of exercise.

Q.—What is the most perfect food?

A.—Milk. It contains all the elements necessary for the nourishment of the body, and being a simple diet is especially adapted to the use of infants and children.

Q.—How many cavities has the heart?

A.—Four.

Q.—What are they called?

A.—Two auricles, and two ventricles.

Q.—Which side of the heart contains the good blood?

A.—The left side.

Q.—What is the skin? Its structure, and its uses?

A.—The skin is the covering over the muscles of the body. It protects the muscles, and is composed of two layers, dermis and epidermis.

Q.—What is the office of saliva?

A.—It moistens the food, and helps it to slip down in the act of swallowing.

Q.—Why should athletes avoid alcohol?

A.—No celebrated athlete ever uses alcohol in any form. It is injurious to the muscles, making them weak and flabby. Alcohol poisons the blood and injures the bones. The drunkard is an example of what a good athlete would become if he took to the alcoholic habit.

Q.—Why are cigarettes more hurtful than any other form of using tobacco?

A.—All forms of using tobacco are hurtful, but above all cigarette smoking is the worst habit. Those who use them go about with the air of "a fire at one end and a big fool at the other." They are so made that nicotine, the worst kind of poison, is taken into the blood and lungs.

Q.—What is the result?

A.—A weak nervous constitution that generally leads to some dreadful disease. Our health goes up in smoke if we get into the habit of smoking cigarettes. The paper wrapping itself is liable to cause death. Cigarette smoking is injuring the youth of our land.

The following illustrations of the work in Arithmetic will suffice.

Add  $\frac{1}{8}$ ,  $\frac{3}{8}$ ,  $\frac{4}{8}$ .

$$\frac{1}{8} + \frac{3}{8} + \frac{4}{8} = \frac{11}{8} = 1\frac{3}{8}$$

Multiply  $\frac{3}{4}$  by 7.

$$\frac{3}{4} \times 7 = \frac{21}{4} = 5\frac{1}{4}$$

Q.—What will be the cost of  $4\frac{1}{2}$  yards silk @ \$1.60,  $3\frac{1}{2}$  yards muslin @ 80 cents, and  $5\frac{1}{2}$  yards ribbon @ 25 cents?

A.—\$11.47 $\frac{1}{2}$

Q.—What will it cost to carpet a floor that it is 18 feet wide and 27 feet long, the carpet costing \$2.25 per square yard?

27 × 18 square feet in room :

27

18

---

216

27

---

486

486 square feet in room. 9 square feet=1 square yard. There will be as many square yards as 9 is contained times in 486.  $486 \div 9 = 54$  yards. If one yard cost \$2.25, 54 yards will cost 2.25 times 54, or

2.25

54

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900

1125

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\$121.50 cost of carpet for room 18 feet wide and 27 feet long.

*Q.*—How many times will a bicycle wheel revolve in going 10 miles, the circumference of the wheel being 7 feet ?

*A.*—In one mile there are 5280 feet, in ten miles there are ten times as many, or 52,800 feet. If the wheel is 7 feet in circumference, it will turn as many times as 7 is contained times in 52,800.

$$52,800 \div 7 = 7,542\frac{4}{7} \text{ times.}$$

In order to ascertain the poetic tastes of these pupils, I called for a stanza or more from their favorite poets. Their responses were as varied as their number. May I be pardoned for not appending more.

"Sweet fa's the eve on Craigle burn,  
And blithe awakes the Morrow,  
But a' the pride o' spring's return  
Can yield me nocht but Sorrow.

"I see the flowers and spreading trees,  
I hear the wild birds singing,  
But what a weary wight can please,  
And care his bosom ringing.

"Fain, fain would I my woes impart,  
Yet darena for your anger,  
Cut secret love will break my heart  
If I conceal it langer."



"How dear to my heart are the scenes of my childhood  
When fond recollection presents them to view,  
The orchard, the meadow, the deep tangled wildwood,  
And every loved spot which my infancy knew.  
The wide spreading pond and the mill that stood by it,  
The bridge and the rock where the cataract fell,  
The cot of my father, the dairy house nigh it,  
And e'en the rude bucket which hung in the well,  
The old oaken bucket, the iron bound bucket,  
The moss covered bucket which hung in the well."

At the close of the examination on the studies of the year, I wrote a series of questions for each class, to draw out their opinions on various subjects of general interest and to ascertain their ability to express themselves in English, which is to them a foreign language. As examples of absolutely impromptu composition, I think they will compare most favorably with those of children "to the manner born."

*Q.*—Which is preferable as a mode of Rapid Transit in cities, the Steam Elevated Road, the Cable Road, or the Electric System?

*A.*—The Steam Elevated Road is the best. We get there the pure air that would be denied us were we to have a tunnel, and a view of good scenery. Steam is thus far the only reliable means for conveyance. Electricity has its dangers. The cable breaks down too often.

*Q.*—What opinion have you of the McKinley Tariff? Will it help or injure our home industries?

*A.*—This talk on the McKinley Tariff is the outcome of the McKinley Bill, which was presented at Congress a year or so ago, and which received much attention from the two political factions of this country. The Bill was passed, its chief aim being to protect our home industries. In this direction it has been very beneficial, and our inventions are now better protected than heretofore, as are also our home industries.

*Q.*—Which is most conducive to happiness and longevity, a home in the country or in the city?

*A.*—A home in the country. The turmoil and bustle, together with the noise of the city, is terrible to the hearing class of people, who long for a home in the country, where the air is invigorating and everything is quiet.

Look at the other side of the question. What I've spoken of above is what I should prefer if all my senses were perfect. But I am deaf, and consequently favor the other side of the question—a home in a nice part of the city. My deafness would make the noise of the city very little noticed. All that the average deaf-mute can hear of this

noise is a slight rumbling sound—but this is not heard, it is rather felt. Then, in a city, deaf-mutes will be found more numerous than in the country, and their chief happiness would be their intercourse with each other. The case is different with the hearing, for this class of people can be found wherever you go in search of happiness, not so with the deaf-mute.

*Q.*—Do you think religion, as taught in the Bible, essential to a true civilization? Can morality be maintained without religion?

*A.*—Yes. No civilized nation can progress without the Bible. The ancients knew very little about the Bible, and as one country after another adopted it in the various forms of religion, their progress as a country was very marked. We have seen how the worshipping of idols by the heathen was done away with in the onward march of Christianity. How the greater part of the population of the world once being heathen, is now changed to Christian. The prosperity of a country depends upon the religion of the people and the faith they have in their Lord and Saviour.

Morality cannot be maintained without religion. Every one of God's works teaches us about religion; religion is the essential to success and refinement in our morals. If there were no religion, no Bible or no laws, there would be no morality. The laws of a city and nation affect the religion of the people. Upon the keeping of these laws depends the morality of the people. Upon the teachings of the ministry depends the worth of our rulers and guardians, and upon the learning of the people depends the wealth of a country and the loyalty to their God and Preserver. Long live Christianity, and may morality be influenced and held up to the standard by religion.

Dr. Parkhurst is showing to the world that morality *can* and *must* be maintained by religion!

*Q.*—Who do you regard as the most stimulating writer among the female writers of this age?

*A.*—This is a quite hard question, as there are so many good writers whom I admire. There are George Eliot, Mrs. Stowe, and others. Mrs. Stowe is a vigorous writer, and all her works are very stimulating. "Uncle Tom's Cabin" is her best work, and it exerted a powerful influence toward the abolition of slavery in this country. The book is fascinating and interests both old and young.

Name the greatest female poet of this age. Whether American or English. Give a list of her poems.

*A.*—Elizabeth Barrett Browning, who was an English poet of great merit. Her poems exhibit remarkable power of the imagination, among them "Aurora Leigh," "Casa Guidi Windows," etc. "Auro-

ra Leigh" is her most celebrated writing, and while it is beautiful, I do not like the plot. Poor Romney Leigh! The "Casa Guidi Windows" was written in Italy, while the Italians were carrying on their revolution, and she supported them strongly with her pen.

Q.—Are women capable of as high development intellectually as men?

A.—Yes. They are daily manifesting themselves as capable of attaining to the highest grade of excellence in all the arts. I read the other day in a paper that the time is at hand when they will rise superior to man, and I believe that they will, for they are by nature more studious and persevering than men.

Q.—Give your idea of what is the true sphere of woman.

A.—The home is the woman's true sphere. There she ministers to the wants of her family, brings up her children, and trains them for the battle of life. She makes men and women of them, and through them influences the world. A woman is not necessarily restricted to her home, but her influence and charity should begin there.

Q.—Do you favor dress reform among women? If so, in what direction?

A.—Yes, I do favor dress reform. 1st. In having the skirts of dresses made without any trains, or so long that they gather up the dirt when one is out walking. 2d. In having them made plainly, and in such a way that they will not be heavy and make the wearer feel uncomfortable. 3d. I think it would be better if ladies did not lace themselves so tight; it certainly does not add any beauty to the human form, and, besides, it produces much misery. 4th. Shoes should be comfortable and fit easily, and not be so tight that they cramp the foot and make one walk like a lame or crippled person. If people would only think of these things, and not carry others to the extreme, they would be healthy and happy, but, instead, they bow to Fashion's decree, and when they are old, wish they had been brave enough to do otherwise.

A.—I favor the style of Greek women. They wore comfortable gowns, never wore any corsets. Tight lacing is injurious to the health. The Greek women were noted for their beauty. Most of the women do not like to wear long dresses. I think that the way of making dresses is very foolish.

These eighteen young ladies and fifteen young men were led over many fields of knowledge in the course of their examination, and given problems and questions which they had never heard of in the Institution. They leaped forward promptly, cheerfully, and responded intelligently. I submit the foregoing as testimonials of their excellent

training and perception, and beg to congratulate you and your able assistants upon the amount and character of the work done. The State should feel proud of these splendid achievements and deal liberally with this Institution. With the highest respect,

Yours very truly,  
SPRUILLE BURFORD.

#### ART.

The work of the pupils in the Art Department was examined by Gilbert Gaul, Esq., whose report is here presented :

"TO DR. I. L. PEET, *Principal of the New York Institution for the Instruction of the Deaf and Dumb* :

"DEAR SIR :—I have to-day very carefully examined the work done, during the past year, by the pupils in the Art Department of your Institution, and congratulate you on the talent shown by many of the studies I saw. Many of them show very close observation of nature or the objects depicted, much closer, I think, than one ever sees in the work of students of the same average age not afflicted as yours are.

"There is a *large field* in this country for talent of this kind, especially in the industrial arts. Judging from the excellent methods pursued and the intense interest taken in their advancement by Miss Le Prince, and also by the talent displayed, many of your boys and girls will take places in the front rank of the decorators and designers of our country, thus winning money and fame for themselves and for their *Alma Mater*.

"Yours sincerely,  
"GILBERT GAUL"

"NEW YORK, June 13, 1892."

#### ARTICULATION AND LIP-READING.

As has been mentioned before, all the classes were examined on this special accomplishment, on Friday, the third day of the examination. Every pupil has had daily instruction therein.

Mr. Theodore Peet was the examiner and reports a very general familiarity with the phonic alphabet, and a remarkable ability on the part of many of the pupils to read spoken sentences addressed to the eye, and to pronounce these sentences with the voice. A distinct and encouraging advance has been made during the year.

While the work of the teachers who have taught articulation to their own pupils as a part of their regular course in connection with other studies, shows that all the hearing teachers have mastered the system, and have taught it with eminent success, special mention is made of the work of Mrs. Stryker and Miss McAllister, who have devoted themselves to this branch alone, in connection with the classes taught in other branches by the non-hearing teachers.

#### CLOSING EXERCISES.

On Tuesday, June 14th, at 11 o'clock A.M., the chapel was filled by a large audience, including Directors and friends of the Institution, parents and relatives of the pupils, and other interested visitors. On the occasion the following was the programme :

I. PRAYER BY REV. S. H. VIRGIN, D.D.

II. ADDRESS BY REV. THOMAS GALLAUDET, D.D., CHAIRMAN OF THE COMMITTEE OF INSTRUCTION.

III. EXERCISES BY THE PUPILS, CONDUCTED BY THE PRINCIPAL, ISAAC LEWIS PEET, LL.D.

1. Salutatory Address, by Christian E. Vernon.
2. "Duty," graduating essay, by Margaret A. Boyd.
3. Illustrations of Articulation.
4. "The American Republic," recited in concerted signs by a choir of girls.
5. "Patriotism," graduating essay, by William W. Watson.
6. "The Hudson," a poem written by May Martin, who graduated in 1891, recited in signs by Margaret A. Boyd.
7. "Deafness," graduating essay, by Ella F. Taylor.
8. "The Past and the Present," Holbrook Prize essay, by Mabelle S. Fish.
9. "Hamlet's Soliloquy," recited in signs by Ella F. Taylor.
10. "The Influence of Thought," with Valedictory Address, by Robert E. Maynard.

#### IV. REPORTS OF COMMITTEES.

1. Special Report on the Examination of the High Class, by Rev. E. Spruille Burford, D.D.
2. Special Report on the Examination of the Department of Art, by Gilbert Gaul, Esq.
3. Reports on the Examination of the Primary and other Departments, by John F. Lockwood and Theodore Peet, Esqs.
4. General Report on the Examination, by the Chairman of the Committee appointed by the Board of Directors.

V. DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.

VI. DOXOLOGY, IN CONCERTED SIGNS.

VII. BENEDICTION.

Appended are reproduced the Salutatory Address, Essays, Miss Martin's poem, and the Valedictory, which were as follows :

### SALUTATORY ADDRESS.

Prepared in writing and delivered in signs by Christian E. Vernon.

*Ladies and Gentlemen*.:—Ever since the incorporation of this Institution, three quarters of a century ago, at the annual commencement, it has been the custom for one member of the graduating class to extend a welcome to all the visitors on that day. I have the honor of representing the graduating class of this year, and as such representative, give to you all a most hearty welcome, and hope that our exercises and those of the other pupils will prove interesting and profitable to you all. I doubt not, many of you have been in the same position we now occupy, and can readily understand how hard it is to define our feelings on this occasion, which are divided between sorrow and happiness. Sorrow at parting from the Institution, which has been to many of us for years a home. The sorrow at parting from our teachers and officers, who have been to us as parents, and the parting from our schoolmates, who have been as brothers and sisters. The happiness at the consciousness of duty well done, and the reward we shall bear to our real parents and homes, and the feeling of anticipation and conjecture as to what the world at large has in store for us—whether or not we shall be successful citizens. The chapel you will notice has been decorated by the graduating class. The words on the ribbon decoration represent our motto, the one we are to bear in mind all through our lives. “Upright and Loyal” is the motto of this year's graduates. These words are both so linked together, that while defining one, we almost define the other. “Upright,” as we are to bear in mind, is to follow the moral principles instilled into us here, and to remember Our Father in Heaven, and devote one-seventh of our time to His service ; to be honest in all our dealings, and always to be gentlemen and ladies, in the proper sense of the word—*i.e.*, to do only what is honorable. “Loyal,” in the broad sense of the word, we take it to mean : faithfulness to the established laws of the Republic, to be faithful to our early education to this Institution, which is our *Alma Mater*, and faithful to our duty to the Republic in improving ourselves every day—studying something—so as to be better and more useful citizens. This morning you will see all who are to graduate this day, and will be able to fully appreciate the successful efforts this school has made in developing their minds, but if any of you happen to notice defects in their physical development, you will, perhaps, regret with us

all the lack of the necessary apparatus for this work. There is no gymnasium here, and the few athletes that you may happen to see among the graduates, owe their development of body to the exercises of foot-ball, base-ball and rowing. We think that a strong, muscular athlete, with brains and a good education, is better fortified for the duties of citizenship, than one with simply a trained mind. We think no school perfectly equipped for the education of pupils, till it has a complete apparatus for the symmetrical development of the body, as it has apparatus for the development of the mind, and we would call the attention of the honorable Board of Directors to the necessity of providing a gymnasium for the pupils here. Again, thanking you for your attendance, in the name of the class of '92, I bid you welcome.

### ESSAY ON DUTY.

By Margaret A. Boyd.

Duty may be any natural, moral or legal obligation.

Duty should be performed before seeking pleasure. It generally means the work every day required. It may be pleasant to us, or we may have to go over rough roads. We may meet with difficulties, but when our object is gained, we will forget them all. There are, in this world, many difficulties, and our duty is to overcome them. It is harder for the deaf-mutes than for the hearing people. We should do our duty at school and at work.

Punctuality is one of the most important duties.

If people were always punctual, they would have less trouble. "There is a time to every purpose under the heaven;" therefore, it is our duty to do our work at the proper time. People are often provoked by those who do not act promptly. In business, punctuality is absolutely necessary to success. A small failing indulged will ruin a character.

All truly great men have been governed by a high sense of duty. I will mention Gen. George Washington, the Duke of Wellington, Gen. U. S. Grant, and Admiral Farragut. Many other famous persons were patient and did their whole duty. They are good examples for the young people to follow.

Abraham Lincoln, the saviour of our country, always did his duty and never deceived any one.

Before one of the battles of England, Admiral Lord Nelson signalled

to his ships, "England expects every man to do his duty." Devotion to duty has made England great.

President Zachary Taylor, before his death, exclaimed ; " I have endeavored to do my duty, and I am not afraid to die."

The duties of American citizens must not be neglected.

We can never pay the debt which is upon us, but we may hope to enjoy the blessings which the faithful discharge of their duties by our great men, provided for us. Let us feel deeply how much of what we are and of what we possess we owe to American Liberty and the institutions of our government. Let us acknowledge the blessings of our country ; feel them deeply, and cherish a strong affection for our native land.

The Scriptures teach us two important things.

Our duties to God, and to our neighbors. These duties were summed up by our Saviour, who himself performed them perfectly.

Our duty to God is to love Him with all our heart, with all our mind, with all our soul, and with all our strength ; to believe in Him, and to serve Him all the days of our lives.

Our duty to our neighbors is to love them as ourselves, and to do to all men as we would they should do unto us. We are bound to do justice to our neighbors. No act of injustice, whether in young persons or old, in individuals or nations, is a trifling offence.

Never hurt any body by word or deed. We should bear no malice or hatred in our hearts, but learn and labor truly, and do our duty in that state of life unto which it shall please God to call us.

There are two more heads under which our duties may be ranked :— Our duties toward our subjects the lower animals, and our duties to ourselves.

Our duties to the lower animals are, to be kind and merciful. We have no right to abuse them, and acts of cruelty are displeasing to God. Solomon says, " A merciful man is merciful to his beast."

Our duties to ourselves are principally self-support, self-defence, self-control, self-culture and self-respect. These must be performed in all the circumstances of life, and are also essential to all success.

When obstacles seem to bar our way, it is our duty to "find a way or make a way," and not rely on the help of others. Every body ought to have the motto : " Do what you ought, and let what will come."

We know that new occasions teach new duties. We should know every duty that we omit obscures some truth.

It is our duty to improve our minds, characters and bodily strength ; so that we may be as nearly perfect as possible mentally, morally and physically.



When we feel discouraged and inclined to half do our work, we must remember that "any thing that is worth doing, is worth doing well." Never work by fits and starts.

Our duties to the government and to society, are to labor for the good of all.

People who have a great deal to say about their rights, generally think too little about their duties.

Above all, let us attend to the great duty in this earthly portion of our immortal existence. It is to prepare for the higher life beyond the grave.

Let us hear the conclusion of the whole matter: "Fear God, and keep His commandments; for this is the whole duty of man."

#### ESSAY ON PATRIOTISM.

By William W. Watson.

The word patriot is derived from the Greek word, *patriotes*, a fellow countryman, and its present signification a lover of one's country. In Latin we have the word *patria*, for one's native country, and *patriota*, for a native.

Hence, patriotism is the quality of being fond of one's country and her interests, and with the patriot, personal or private courage is totally distinct from that higher and nobler courage, which prompts one to offer himself a voluntary sacrifice to his country's good. We have many men holding important positions in our own glorious country, and yet only those are truly patriotic, who seek first her greatness and glory, allowing no personal benefit or advancement to interfere with the welfare and prosperity of their country. Would all were actuated by the same principle.

In the History of the World, the names of many generals are recorded—men who were successful in war, and in the invasion of other countries—yet three-fourths of them were actuated by their own personal ambition rather than by their love of country, while their men served them more like slaves than soldiers, showing no loving patriotic spirit for their country.

In great contrast to these are the patriotic generals and warriors—the men contending by the wager of battle for the independence of their country, and for the freedom of the human race. The patriots who showed even amidst the horrors of war, by precept and by example, respect for the laws of peace, and for the tenderest sympathies of humanity.

Among the patriotic soldiers of the world were the three hundred

Spartans under Leonidas at the Pass of Thermopylæ ; the Athenians at Salamis against the two millions of Persians under Xerxes ; the Swiss under William Tell against the Austrians ; the Americans of 1776 under General Washington against the British ; and the Greeks against the Turks in 1820. One of the greatest generals that ever led men into battle was Marco Bozzaris ; at the moment of victory, he fell badly wounded, and although suffering severely, he smiled sweetly when he heard their proud huzza proclaim that they had conquered. His few surviving comrades saw this smile, as he expired. His last words were : " To die for liberty is a pleasure, not a pain." No wonder Greece holds his name among the " few immortal names that were not born to die."

The glory of producing patriots has not been confined to civilized nations alone. Among the barbarians there have been many who not only knew how but did serve their country well. See how patriotic Tecumseh, the Shawnee, and Osceola, the Seminole, chiefs were. The whites took their possessions and drove out the Indians. These chiefs used their influence over their races, and endeavored to lead them to understand how to love their country. Their efforts were to regain their lost territories and to defend them against the whites.

Napoleon Bonaparte, first emperor of the French, one of the greatest warriors and statesmen, was born at Ajaccio, in Corsica, in 1768, and died a prisoner on the island of St. Helena, in 1821. In December, 1841, his remains were interred in a mausoleum under the dome of the Invalides in Paris. Napoleon and Washington, two of the greatest generals, yet how greatly different is their moral character. Both were sent to perform a great work, and their missions were as different as their characters. To lead a comparatively religious, virtuous and intelligent people, no better man could have been selected than Washington. His office was to defend and build up liberty ; the office of Bonaparte was to break down the prison walls in which it lay a captive and rend apart its century-bound fetters. On the continent was needed terrible power, and Europe trembled over the volcano Napoleon kindled in order to melt the feudal system, which stretched like an iron framework over the people. Thus, out of the power and ambition, as well as out of the virtues of men, is brought about the welfare of our race.

Epaminondas, the Theban general, was one of the greatest patriots that ever Greece has produced. The laws of Thebes prohibited any one from holding the office of General for more than two years. Not being allowed to continue the war with the Spartans, he was sentenced as city scavenger. Upon accepting the office, he said, " If the office will not honor me, I will honor the office." When the Thebans were

in danger of being defeated, they called Epaminondas to resume his generalship. In accepting, he forgot the treatment of his people, and patriotically fought and was slain at the battle of Martinea.

True patriotism is that which rises above all mean, low or selfish things, and seeks only the good and glory of one's country. That is public virtue and patriotism which, catching its inspirations from the immortal God and leaving at a distance all groveling personal interests and feelings, prompts to deeds of self-sacrifice of valor, and of death itself. That is the noblest, the sublimest, of all *patriotism*.

Walter Scott aptly defined it, when he wrote :

“Breathes there man with soul so dead  
Who never to himself hath said:  
This is my own, my native land.  
Whose heart hath ne'er within him burned  
As home his footstep he hath turned  
From wandering on a foreign strand.  
If such there be, go mark him well,  
For him no minstrel raptures swell,  
High though his titles, proud his name,  
Boundless his wealth as wish can claim,  
Despite those titles, power and pelf,  
The wretch, concentred all in self,  
Living, shall forfeit fair renown,  
And doubly dying shall go down  
To the vile dust from whence he sprung  
Unwept, unhonored, and unsung.”

## ESSAY ON DEAFNESS.

By Ella F. Taylor.

Deafness is the want of the sense of hearing, and it arises from various causes. Some are made so by sickness, and some are born deaf. Deafness is generally incurable. It is a great obstacle to success in business. It is very hard for deaf persons to get employment, yet many educated deaf persons do well in avocations which seem to require hearing.

It is very easy for those who become deaf at an early age, to lose all the impression of hearing upon the mind, for they have not learned articulate language.

Such persons do not often feel badly, because they cannot hear. “Ignorance is bliss” to them. It is not so with those who become deaf at a later age, for they have enjoyed the advantages of hearing and feel their loss.

Deaf persons cannot enjoy many of the pleasures which the hearing

people have, but educated deaf persons can read lectures and sermons, and good acting is their delight. An actor like Booth needs no words.

It is true that a deaf-mute, without a good education, finds himself in a most pitiable state, but one who has a good education, can find much to enjoy in life. Deaf persons cannot have the pleasure of listening to sweet music, yet they can enjoy seeing graceful signs, which move the heart as sweet music does.

We must expect to meet many and great difficulties in the world, but we must do our best to overcome them.

Deafness is less severe as a physical affliction than blindness. Blindness is almost purely a physical misfortune. The blind can converse with the hearing people, and blindness is not a great obstacle to intellectual development. Deaf persons are better able to work and take care of themselves physically than the blind. Deafness is a great obstacle to intellectual progress, because the natural way to learn language is through the ear.

If there were no schools for the deaf, what would become of us. We would be ignorant of all that makes life worth living. There are many schools for the deaf, and we always feel grateful to the man who first set his thoughts to find out how to teach those who dwell in silence.

It is through the eyes that knowledge visits the soul of the deaf, and we must make the best use of the means we have, and not idly mourn for those we do not possess. There are many things that can be learned through the eye as well as through the ear, so we can be patient till our Lord Jesus unstops our ears.

#### HOLBROOK PRIZE ESSAY, "THE PAST AND THE PRESENT."

By Mabelle S. Fish.

The ancient Greeks personified the Past, Present, and Future as women under the name of the Fates, and attributed to them higher powers than were accorded to Jove himself. They were supposed to govern the destinies of mortals,—hence the expression: "for so the Fates had decreed." Clotho presided over the Present, and was represented in Art as holding the distaff; Atropos, over the Past, cutting the thread; and, Lachesis, over the Future, spinning each one's portion of the thread of life.

According to modern parlance, the Present is to-day; the Past, yesterday; and the Future, to-morrow. They are subservient to Father Time who regulates their course, and carries us forward

through the dark mists of futurity, leaving the present behind, and thus transforming it into the past.

The past is virtually the school of experience, in which we derive clear conceptions of what should or should not be. "We ought not to look back unless it is to derive useful lessons from past errors and for the purpose of profiting by dear-bought experience." Agathon says of the past: "Of this alone is even God deprived, the power of making that which is past never to have been."

The present gives us opportunities for practicing the lessons of the past. It is our own, and we measure our lives by the deeds of to-day.

The future produces "the fruits of the past" and holds the secret of our destinies. The event of to-day becomes a thing of the past to-morrow, while the future introduces new ones in succession.

In considering these facts, we are assured that the world has never made one step backward. Carlyle ably defends the assertion: "To-day is not yesterday; we ourselves change; how can our works and thoughts, if they are always to be the fittest, continue always the same?"

In order to measure the extent of the world's progress, we must have recourse to the past, and compare its social and political institutions with those of the present. There are many things to consider, but a few instances will serve our purpose.

The Church formerly played an important part in the affairs of the world, as, indeed, it does to-day, but on an entirely different basis. Formerly she sought her own aggrandizement in inspiring men to strive for glory at home, and conquests abroad. The benefits of civilization were withheld from the common people, and they were confined to the darkest ignorance. After a while an enlightened age commenced, and the principles of religious toleration were established. Education, thereafter, became the goal of ambition, and the pen triumphed over the sword. It at once gave light and liberty to the world. To-day the education of the people is vigorously carried on, and the good, the true, and the beautiful are looked upon as the highest standards of all living.

The political condition in the past presents extraordinary imperfections. The governments were tyrannical, and the pomp of power was shown by certain ambitious men like Alexander the Great, and Cæsar. Wars reigned over the world, and settled all disputes. Incessant wars retarded the prosperity of nations, and formed a great obstacle to the peaceful pursuits of the people. The nineteenth century has introduced several changes for the better. Instead of war, many questions are now settled by arbitration, and the governments are founded upon the will of the people, not tyranny.

The coarse manners of the past cannot be compared with the refined culture of the present age. In manufactures, we trace the world-wide successes of scientific research and inventions. The horse has been superseded by the locomotive, the needle by the sewing machine, and the hand by steam. The latter is now in danger of being displaced by electricity, which has contributed greatly to the prosperity of the world during this century.

Next year the Columbian Exposition will furnish the brightest evidences of the forward movement of mankind. Four hundred years ago, this vast continent was unknown to the civilized world. A country which then had no existence even in the brain of a visionary—has arisen, and to-day vies in wealth, fame, and honor with the proudest nations of the earth, some of which have stood for thousands of years.

A remarkable difference exists between the women of this period and those of the past. Once they were treated as slaves, created only to serve man; but now they live on terms of equality, and take an active part in the affairs of mankind. They have attained the highest excellence in the arts and literature, and the time is at hand, when they will contradict Shakespeare's statement: "Frailty, thy name is woman!"

The above bird's eye view of the glorious effects of civilization, suggests a brief consideration of the attention given to the education of the deaf. The deaf have existed in every age and clime, but previous to the Christian era, they were consigned to oblivion, being deprived of the common privileges enjoyed by their brethren. However, with the advent of Christianity a miraculous change took place in their condition. The attitude of the world at once changed toward the deaf, when it heard Christ say: "Ephphatha." They were no longer persecuted nor degraded, yet their education, except in a few instances, was not undertaken till one and a quarter of a century ago, when the venerable De l'Epee discovered that the eye might do duty for the ear, and the hand for the voice. His work was carried on by Clero, Sicard, Gallaudet, and Peet. To-day the fruits of these noble pioneers' labors are apparent in the lives, aims, and deeds of the deaf. The United States surpasses every other country in its generous appropriations for the cause of the deaf. Dr. I. L. Peet speaks of their education in this country, as follows:

"The seed introduced from a foreign land has germinated in a more congenial soil, received a kindlier nurture, and forth from its bosom has sprung a tree whose offshoots, planted in all quarters of our vast domain, have completely sheltered a class of the unfortunate from the pitiless storms of calumny and ridicule, to which they had been exposed, and by their towering height, have furnished them a means of ascent

above the mists of obscurity and contempt, in which they had been enveloped." Emerson says : " We cannot overstate our debt to the Past, but the present moment has the supreme claim. The Past is for us, but the sole terms on which it can become ours are its subordination to the Present."

" She (the Present) inherits all his treasures,  
She is heir to all his fame ;  
And the light that lightens round her  
Is the lustre of his name ;  
She is wise with all his wisdom,  
Living on his grave she stands,  
On her brow she bears his laurels,  
And his harvest in her hands."

#### ESSAY ON THE INFLUENCE OF THOUGHT, AND THE VALEDICTORY ADDRESS.

Prepared in writing and delivered orally by Robert E. Maynard.

It has been well said that it requires more art to be a good listener than a good conversationalist. What an encouraging thing to eloquence is an attentive listener. What triumphs have been accomplished on the platform simply through an enthusiastic audience. What beautiful poems have been sung upon instruments whose swaying bows were guided by sympathetic, silent listeners. The same may be applied to the beauty of the sign-language used by the deaf of the world, in expressing their thoughts or the ideas of our great writers.

How beautiful, indeed, is thought. However hard and mean one's toil, fancies can rise such as might have had their birth amidst woods and flowers. How many brilliant writers have been utter failures as talkers, and how many talkers would have been considered wise, but for the revelation of emptiness their conversation makes. On the street and in the car, we can pursue our silent thought. That the deaf are more inclined to the influence of thought is generally well-known. Their affliction adds greatly to this power, and as silently they poise themselves on the imagination, time and space are alike forgotten.

Even superior to contrary circumstances, and forgetful of pain and hardship, can we become by cultivating thought. We all know, though a silent worker, how subtle its influence. The sudden impulse to speak of previously forgotten subjects have often been traced to the effect of some contiguous mind. The ability to recall depends largely upon the power of attention at the moment of the attempted recollection. The true "art of memory" is the "art of attention." Whatever may be said in regard to training our thoughts, it must be remem-

bered that memory is not, as was at one time supposed, an independent faculty of the mind, but may be directly *strengthened* by use or *weakened* by disuse.

Hence, our recollections are never exactly alike from day to day, and each time that we recall anything, we do not remember so much of the event as of the latest reminiscence thereof. Thus, if we are sad we give the memory picture a gloomy background. If we are gay, we brighten it with lighter colors.

It is only through persistent, untiring thought, that grand results are achieved. Many are inclined to look upon inventions as involuntary creations, but there is no class of men so absorbed in one idea as inventors. They make everything and everybody subject to their moods, until, at last, the perfected result is given to the wondering world; again the inventor plunges into seclusion—the rest of the world and its surprises being lost to him as he thinks out another so-called “discovery.” Then, in the literary world there have been many inspirations of the moment, but deep, earnest thought, has preceded, and, indirectly at least, brought about the great production. There are so many of this kind of thinkers that the world is suffering at their hands.

Inventions of machinery to take the place of workmen in the different occupations have been great blows to the laboring class of men, who are forced out of work by this cultivation of thought on the part of their fellow workmen.

In order to tell whether a person is educated or not, ask, “Can he do his own thinking?” “Has he observant habits and has he a thoughtful mind?” We have thousands of people who work well when they have rules to follow, but put them at their own resources and they are at sea. A master mechanic once said of a young mechanic under him, “He’s smart enough, but he’s got no brains.” This was a wrong expression. Indeed, if the young mechanic was smart, he must have had brains. What the master mechanic intended to say was, that the lad had never been taught to observe and to think. Facts are good when remembered, but they are very dry unless they become elements in the process of reasoning and expectation. The memory is not the only part of the mind to be cultivated. To enable one to grapple with the problems of life, it is the powers of reasoning and judgment that need development and exercise. If this is not done, success may not be expected.

Is not this power of observation and thought more useful by far? Two-thirds of the woes of life come from the lack of thinking. Many volumes could be written detailing the woes and miseries that “educated” people have caused by the inability or unwillingness to think.

The opportunities of getting an education by observation only, are



innumerable, especially is this true in the case of deaf-mutes, whose power to see is all the more increased on account of their inability to hear, and because the eye is called upon to perform in a measure the office of the ear. Nature's open book is before us. The invitation to read is ever present. Still only one person reads where ten do not. It is astonishing when we consider how many apples had dropped from trees before any one noticed the hastening of their motion as they neared the ground. It was many years after the expansive nature of steam was discovered before the steam engine was invented.

The supremacy of the mind over the body has attracted the attention of medical men, and now in the treatment of disease, every competent physician knowing how great is the subjection of the body to the mind, governs his course of action thereby. Through our thoughts we make ourselves a sphere, from which issues, unconsciously perhaps, a power for good or evil.

Life is more than the mere breathing, followed by the quickened circulation of the blood. We live in thoughts, not in pulsations. He most lives who thinks most ; lives in one hour more than the thoughtless do in years. As the poet, Thomas Vaux, says :

“Companion, none is like unto the mind alone,  
 For many have been harmed by speech,—  
 Through thinking, few or none.  
 Fear oftentimes restraineth words,  
 But makes thoughts not to cease,  
 And he speaks best that hath the skill  
 When for to hold his peace.  
 \* \* \* \* \*  
 The sweetest time of all our lives,  
 To deem in thinking spent.”

Therefore, let us endeavor to think, then speak ; think, then act ; and our lives will have higher aims and nobler ends. We shall then indeed be “Upright and Loyal” to our God, to our country and to ourselves.

*Gentlemen of the Board of Directors* :—Words cannot express the profound feeling of gratitude which creeps over us at this moment. We are soon to bid you adieu, but before doing so, we, the class of '92, wish to show to a doubting world, that your exertions to uphold this Institution and to improve the instruction of the deaf, have not been in vain. What a philanthropic labor is yours, to see that God's afflicted ones receive a beneficial education, and are made comfortable during their school days.

Surely, you will never have cause to regret the interest you have taken in the education of the deaf, nor will those benefitted by your kindly labors, ever forget your names. Under your management, the

Institution has and must continue to thrive, nothing being left undone that would benefit the pupils intellectually. May your reward upon leaving this earth be a fitting one, and your eternal rest a peaceful one.

In departing from under your kind and watchful care, we bid you a sad farewell.

*To the Principal, Professors and Teachers* :—How can we express our gratitude to you, you who have led us into the paths of knowledge. Through careful teaching and discipline, and the principles employed under what is known as the New York Combined System, we have been enabled to obtain a thorough education. The teachings of this Institution are not only to make us competent and successful in the trades, but also to form and develop the mind, so as to give the student an insight into himself and an acquaintance with his own capabilities and powers, and to induce him to take a large and liberal view into life. In this direction you have succeeded admirably well, and to-day finds us possessed of a good education. Your efforts in imparting to us the laws and doctrines of our Creator and Preserver, and the many beauties of the universe, have met with a like success, and in the carrying out of these you have fought against difficulties that would have weakened hearts less stout. It is our earnest and constant hope that your lives may be crowned with happiness, and may we show our fond appreciation of your labors in our behalf in our life work. We shall always bear in mind your untiring efforts, and may we, when life's journey is o'er, meet in that land of Paradise. Farewell.

*To the Superintendent and Officers of the Administrative Department* :—We are about to sever the bonds which have so long held us. Through your efforts and administration we have become skilled in some of the mechanic arts, so that not only our minds have been educated, but our hands as well, at the various trades. The Industrial Department has done so much for our well-being, that to-day we are possessed of a tolerably good idea of the different vocations which will prove a source of great value in our battle for life. We shall always remember the many kindnesses showered upon us, and your kindly endeavors to the bettering of our condition. May you continue long in this good work. Farewell.

*Graduating Classmates and Schoolmates* :—We are soon to part company as brothers and sisters under one roof ; part with the many beautiful scenes about our school buildings. How many are the pleasant reminiscences of our association with each other, and now that we are to separate we all feel those sympathies that have bound us together for so many years. What a sad event in our lives, to take leave of so

many friends and of our own particular selves. You may think graduating an easy matter, but it requires careful consideration. The spirit of this Institution never graduates, and in a like manner, do not let your high opinion of your *Alma Mater* leave your minds. Turn your thoughts to her advancement and onward march. Remember that the strength of every great educational institute is in the love and active loyalty of her alumni.

The world stands before you. You are soon to enter into its wide fields to battle with thousands like yourself for success in life. Now comes the opportunity of your lives; to show what your *Alma Mater* has done for you. *Be upright and loyal to her.* Endeavor always to do your best. Remember what is in a name, and by your success raise the standard of your school and your class. Be resolute and upright in your motives, steadfast and loyal in your intentions. The energy with which you labor will *only* be known by its results.

Bear in mind your motto, "Upright and Loyal." Abide by it, and in your exertions in life see that your conduct and example are worthy of a name, thus reflecting credit upon the populace at large and upon your *Alma Mater*.

May you *all* succeed in your opportunities, and may fortune favor the brave. We part, my classmates, never again to meet as a class, but may we all meet in the great hereafter at the greater commencement, after which there will be no partings, but life forevermore. Farewell, a *sad* farewell.

#### DISTRIBUTION OF CERTIFICATES, DIPLOMAS AND PRIZES.

The conclusion of the literary exercises, specimens of which have already been given, was followed by the presentation of certificates, diplomas and prizes, awarded by the following resolutions of the Board of Directors, passed June 14th, 1892.

WHEREAS, An examination of State pupils in the New York Institution for the Instruction of the Deaf and Dumb, has been held by the committee appointed by the Board of Directors for that purpose ; and,

WHEREAS, The same has been satisfactory with regard to the attainments and conduct of the following named pupils, *viz* :—

John M. Black,  
William Greenlaw,  
Arthur P. Izquierdo,  
Charles Kaiser,

Robert S. Ryan,  
Albert Sartor,  
Frank D. Silliman,  
Orlando D. Smith,

Joshua Levy,  
Eugene Moeslein,  
Peter O'Neill,  
James Ogle,  
Henry C. Redmond,

Louis Somel,  
Katie Bopp,  
Jane Levy,  
Elizabeth Norton,  
Katie Spieles,

who have completed, or within the coming academical year will complete, the term of five years, for which they were originally selected as State pupils by the Department of Public Instruction ; therefore,

*Resolved*, That the said pupils be, and they are hereby recommended to the Superintendent of Public Instruction, to be continued under instruction for three years from and after the expiration of their several terms, agreeably to the existing provisions of law.

*Resolved*, That

Frank Avens,  
Benjamin F. Hadden,  
George Hamm,  
Carl A. Koenig,  
Robert S. Kerr,

William E. Short,  
Frank Turner,  
Robert Zundel,  
Eunice Miller,  
Mamie L. Elsworth,

who have completed the full term authorized by law as State pupils, and who have passed a satisfactory examination, be, and they are hereby recommended to the Superintendent of Public Instruction to be selected for admission to the High Class upon the expiration of their several terms, in addition to the pupils recently appointed.

*Resolved*, That a copy of the foregoing resolutions be forwarded to the Superintendent of Public Instruction for his action.

*Resolved*, That, in accordance with the provisions of the by-laws of the Institution, certificates of good scholarship be given to the following named pupils, who have successfully completed a course of five years' instruction, viz :—

John M. Black,  
William Greenlaw,  
Arthur P. Izquierdo,  
Charles Kaiser,  
Joshua Levy,  
Eugene Moeslein,  
Peter O'Neill,  
James Ogle,  
Henry Redmond,

Robert S. Ryan,  
Albert Sartor,  
Frank D. Silliman,  
Orlando D. Smith,  
Lewis Somel,  
Katie Bopp,  
Jane Levy,  
Elizabeth Norton,  
Katie Spieles.

*Resolved*, That the following named pupils, who have completed an eight years' course of instruction, are entitled to diplomas, and that the same be given to them, viz :—

|                       |                     |
|-----------------------|---------------------|
| George Anhalt, Jr.,   | Nicholas Smith,     |
| Frank Avens,          | John Stauch,        |
| Irwin E. Bagnall,     | Robert J. Thompson, |
| Benjamin C. Dennison, | Frank Turner,       |
| August Falte,         | Robert Zundel,      |
| Benjamin F. Hadden,   | Lizzie Fisher,      |
| George Hamm,          | Mary Helst,         |
| Robert S. Kerr,       | Bertha Kuehn,       |
| Carl A. Koenig,       | Eunice Miller,      |
| William E. Short,     | Mary E. Rapp,       |
| Anna L. Starbuck.     |                     |

*Resolved*, That certificates for a modified course of supplementary study be awarded to

|                     |                  |
|---------------------|------------------|
| Margaret Bogatiska, | Josephine Daly,  |
| Bertha Block,       | Nellie C. Price. |

*Resolved*, That diplomas of the highest grade be given to the following named pupils, who have completed a full course of three years' study in the High Class, viz :—

|                      |                   |
|----------------------|-------------------|
| Robert E. Maynard,   | Margaret A. Boyd, |
| William W. Watson,   | Mabella S. Fish,  |
| Christian E. Vernon, | Ella F. Taylor.   |

*Resolved*, That the prizes, for speed and accuracy in type-setting, punctuality and good conduct during the year, originality and taste in job work, and general knowledge of printing, be awarded as follows :

First prize, to Martin Glynn ; second prize, to John Hogan ; third prize, to Frank Turner ; fourth prize, to James Britt.

*Resolved*, That prizes be given to the pupils of each division for proficiency in their respective trades, viz :

#### CARPENTERS.

Division I.—First prize, Louis Unger ; second prize, William W. Boyd.

Division II.—First prize, Edward Rappholdt ; second prize, Francis Picard.

## SHOEMAKERS.

Division I.—August Falte. Division II.—Daniel F. Lynch, Jr.

## TAILORS.

Division I.—Arthur P. Izquierdo. Division II.—Samuel Hofstatter.

*Resolved*, That the prize for dressmaking, in the Matron's department, be awarded to Margaret A. Boyd.

*Resolved*, That the prize for skill displayed in shirtmaking, be conferred upon Jane Levy.

*Resolved*, That the prize for plain sewing, be adjudged to Gertrude Turner.

*Resolved*, That the prizes for proficiency in cooking, be awarded, in Division I., to Ella F. Taylor, and, in Division II., to Margaret Bogatiska.

*Resolved*, That, from the interest of the bequest made to this Institution by the late Madame Jumel, the following prizes be awarded in the Department of Art :

## IN STUDIO WORK.

For Illustration.—First Prize, Frank Avens ; second prize, Herman Lamm.

For General Excellence.—First Prize, Morris Marks ; second prize, Samuel M. Cocks ; third prize, Leslie G. Marshall.

For Charcoal Drawing.—First prize, Anton Suk ; second prize, Eugene Moeslein.

For Progress.—First Prize, Mabel C. Pearce ; second prize, Mary Branfuhr.

## IN GENERAL CLASS WORK.

For Charcoal Drawing.—William E. Short.

For General Excellence.—Frank Turner, Margaret A. Boyd and Emma Bamman.

*Resolved*, That the Grosvenor Prize, for excellence in the reciprocal use of language and signs, be awarded to Mary E. Rapp.

*Resolved*, That the Alstyne Prize, for general excellence of character and perseverance in well doing, be awarded to Frank Avens.

*Resolved*, That the Cary Testimonial be awarded to Frank Turner, for superiority in scholarship and character.

*Resolved*, That the Demilt Prize, for character and scholarship, be awarded to William W. Watson.

*Resolved*, That the Frizzel Prize, for unremitting effort and successful attainment, whether in signs, poetry, or other studies, be awarded to Ella F. Taylor.

*Resolved*, That the Dennistoun Prize, for superiority in English composition, be awarded to Christian E. Vernon.

*Resolved*, That the Anderson Prize, for superior attainment, be awarded to Robert E. Maynard.

*Resolved*, That the testimonial to be conferred every year, in accordance with the terms of a bequest made by the late Harriet Stoner, upon such pupil in the Institution as has never acquired any knowledge of language through the ear, and, at the time of graduation, shall be found to have attained the highest comparative excellence in character and study, be awarded to Margaret A. Boyd.

*Resolved*, That the Holbrook Gold Medal, for highest excellence in all the studies pursued in the High Class, be awarded to Mabella S. Fish.

All of which is respectfully submitted.

JAMES B. FORD, *Chairman*,

J. A. BEALL,

*Committee on the Annual Examination.*





# MEMORANDA.

The following statements are of Funds reserved for special uses, and not applicable to current expenses, etc., being derived from Legacies and sales of Real Estate. The Real Estate and Building Fund, derived from sales of Real Estate, and Ephraim Holbrook and other legacies is set aside to meet assessments, repairs of buildings, and to provide new buildings and other improvements as needed. The Library Fund for maintenance of Library. The Frizzel, Harriet Stoner, Cary and William H. Fogg Funds are reserved for uses prescribed by the terms of the several bequests.

| REAL ESTATE AND BUILDING FUND.                         |                     | CR.                                                    |
|--------------------------------------------------------|---------------------|--------------------------------------------------------|
| 1891.                                                  |                     |                                                        |
| Oct. 1. To balance from old account.....               | 243,836 01          | By 3 Executive Committee Drafts..... 2,441 04          |
| “ interest on bonds and mortgages.. . .                | 9,584 49            | “ legal services and cost of land search..... 497 00   |
| “ legacy of Julia A. Delaplaine .....                  | 1,000 00            | “ bond and mortgage on 1789 Ninth Avenue.... 28,000 00 |
| “ interest on same to December 19, 1891.               | 395 83              | “ general fund for deficit for year..... 5,399 04      |
| “ principal of Bond and Mortgage on                    |                     | 1892.                                                  |
| 1789 Ninth Avenue.....                                 | 23,000 00           | Sept. 30. By balance to new account .....              |
| “ interest on balance in trust companies               | 1,171 79            | 247,651 04                                             |
|                                                        | <u>\$278,988 12</u> | <u>\$278,988 12</u>                                    |
| 1892.                                                  |                     |                                                        |
| Oct. 1. To balance from old account.....               | <u>\$247,651 04</u> |                                                        |
| Mem.—General Fund owes for advances made, \$54,615.29. |                     |                                                        |

## WILLIAM H. FOGG FUND.

Aug. 9, 1892. To cash received from George Bliss, Executor, etc., of Elizabeth Fogg, deceased, under thirty-first clause of her will: “I give and bequeath to the New York Institution for the Instruction of the Deaf and Dumb, the sum of \$10,000, to be invested, and called the William H. Fogg Fund, and the income thereof to be used for the charitable purposes of that Institution.” .....

\$10,000 00

| LIBRARY FUND.                                    |            | CR.        |
|--------------------------------------------------|------------|------------|
| DR.                                              |            |            |
| 1891.                                            |            |            |
| Oct. 1. To balance from old account.....         |            | \$286 70   |
| 1892.                                            |            |            |
| May 11. To gift from Mrs. John F. Norbury.....   | 4,237 57   |            |
| June 4. To gift from Charles W. Cooper, Esq..... | 10 00      |            |
| To interest.....                                 | 100 00     |            |
|                                                  | 151 58     |            |
|                                                  | \$4,489 15 |            |
| 1892.                                            |            |            |
| Oct. 1. To balance from old account.....         | \$4,202 45 |            |
|                                                  |            | \$4,489 15 |
| FRIZZELL FUND.                                   |            | CR.        |
| DR.                                              |            |            |
| 1891.                                            |            |            |
| October 1. To balance from old account.....      | 3,283 14   |            |
| " " interest                                     | 121 24     |            |
|                                                  | \$3,403 38 |            |
| 1892.                                            |            |            |
| October 1. To balance from old account.....      | 3,277 09   |            |
|                                                  |            | 125 09     |
|                                                  |            | 3,277 09   |
|                                                  |            | \$3,403 38 |
| HARRIET STONER FUND.                             |            | CR.        |
| DR.                                              |            |            |
| 1891.                                            |            |            |
| October 1. To balance from old account.....      | 194 58     |            |
| " " interest                                     | 6 83       |            |
|                                                  | \$201 41   |            |
| 1892.                                            |            |            |
| October 1. To balance from old account.....      | 201 41     |            |
|                                                  |            | 201 41     |
|                                                  |            | \$201 41   |

| DR.                                         | CARY FUND.      | CR.                            |
|---------------------------------------------|-----------------|--------------------------------|
| 1891.                                       | 1892.           |                                |
| October 1. To balance from old account..... | 183 69          | By balance to new account..... |
| " " interest                                | 4 70            |                                |
|                                             | <u>\$188 39</u> |                                |
| 1892.                                       |                 | <u>\$188 39</u>                |
| October 1. To balance from old account..... | 188 39          |                                |

## RECAPITULATION.

|                                    |                     |                                                |                     |
|------------------------------------|---------------------|------------------------------------------------|---------------------|
| Real Estate and Building Fund..... | 247,651 04          | Cash in N. Y. Life Insurance and Trust Co..... | 45,563 10           |
| " William H. Fogg " fund.....      | 10,000 00           | " " United States Trust Co.....                | 27,898 04           |
| Library Fund.....                  | 4,202 45            | " Bank of Metropolis.....                      | 1,827 40            |
| Frizzell Fund.....                 | 8,277 69            | " Inst. for Savings of Merchants Clerks.....   | 5,227 29            |
| Harriet Stoner Fund.....           | 201 41              | " Seamen's Bank for Savings.....               | 2,593 65            |
| Cary Fund.....                     | 188 39              | Bonds and Mortgages.....                       | 182,867 50          |
|                                    | <u>\$285,470 98</u> |                                                | <u>\$285,470 98</u> |

STATE OF NEW YORK, }  
CITY AND COUNTY OF NEW YORK, } ss.

George A. Robbins, of said City, being duly sworn, says that he is the Treasurer of the New York Institution for the Instruction of the Deaf and Dumb, that the foregoing accounts, to the best of the deponent's knowledge and belief, are true and just in every particular, and further saith not.

Sworn before me this 27th }  
day of October, 1892. }

[SIGNED.] GEORGE A. ROBBINS,

WILLIAM H. ROCKWOOD,

*Notary Public for New York County.*

## Report of the Superintendent.

*To the Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb :—*

GENTLEMEN :—Agreeably to your requirements, I have the honor to report upon the incidents connected with the material interests of the Institution under your care, for the year ending September 30th, 1892.

To note our experiences from year to year necessarily becomes somewhat monotonous and to a greater or less degree uninteresting to the general reader, but to you, gentlemen of the board, who have the interests of the Institution at heart, facts and statistics, relative to the work accomplished, the efforts made, successes achieved and difficulties encountered, must be matters of moment.

It will be seen by reference to the report of Dr. Alexander, our attending physician, herewith submitted, that the general health of our pupils has been remarkably good, as for several years past no death has occurred at the Institution, neither have we been visited by any special or serious sickness or accident, which not unfrequently occurs where large numbers are congregated under one roof. To this immunity our thanks are due to the kindly hand of Divine Providence for guiding our steps and directing our efforts for the common weal of the household.

### SUMMARY OF ATTENDANCE.

|                                                 | Males. | Females. | Total. |
|-------------------------------------------------|--------|----------|--------|
| Number connected with the Inst. Sept. 30, 1891. | 211    | 100      | 311    |
| Absentees dropped from the rolls.....           | 15     | 12       | 27     |
| Number present Oct. 1, 1891.....                | 196    | 88       | 284    |
| Former pupils re-admitted.....                  | 5      | 1        | 6      |
| New pupils admitted .....                       | 24     | 16       | 40     |
| Whole number... ..                              | 225    | 105      | 330    |
| Number who have left during the year.....       | 17     | 17       | 34     |
| Number connected Sept. 30, 1892.....            | 208    | 88       | 296    |

By the foregoing table it appears that 330 pupils have been present during the year. Of this number, 225 were males, and 105 were females, who were supported as follows :—

|                                  |       |
|----------------------------------|-------|
| By the State of New York.....    | 213   |
| By the Counties of New York..... | 97    |
| By the State and Counties.....   | 13    |
| By Parents and Guardians.....    | 4     |
| By the Institution.....          | 3     |
|                                  | <hr/> |
|                                  | 330   |

A catalogue of pupils with their residences has been prepared, and is herewith submitted.

The number of pupils dropped from the rolls for non-attendance is one in excess of that discharged the preceding year for like cause. Our loss from this cause for the year was twenty-one pupils, who lose from one to three years' tuition at the most critical period of their school life, and yet their desire to leave school and engage in money getting is encouraged by their parents and approved by friends, and no amount of argument is sufficient to dislodge from their minds the idea that they have most wisely solved the problem which is to have so lasting an effect on their future.

|                                                               |     |
|---------------------------------------------------------------|-----|
| The total number of pupils connected Sept. 30, 1891, was..... | 311 |
| Total number connected Sept. 30, 1892, was.....               | 296 |

Showing a falling off at that date of. .... 15

The causes operating to bring about this result are so well understood, and have been so frequently alluded to, that a repetition seems unnecessary.

Applications have, as usual, been received for the admission of State pupils which we were obliged to reject owing to the parents not having acquired a three years' residence. The law, as it stands, works a great hardship to many an anxious parent who has recently taken up his residence in the State. His hearing and speaking children can enter the public schools at once, but if he chances to have one unfortunate deaf child who can not be educated at the public school, that child forsooth must be excluded from school privileges until two or more years have elapsed. I attach so much importance to the necessity of a change in the law, that I take the liberty of repeating what I said in a previous report on this subject. "The clause in the State law relative to the admission of State pupils making a three years'

residence in the State requisite, is found occasionally to exclude very worthy pupils from receiving the benefits of an education to which they would be entitled under the law at a later period. The result is a loss to the applicant of some two years of the most favorable period for acquiring knowledge. If this clause could be amended to read one year instead of three, it would prove a great blessing to this class, while the State would not suffer in the least by the change, as it would, in reality, expend no more for their education than it does under the three years' clause, the only difference being, the expenditure would begin two years earlier."

The justice in a change such as suggested is so apparent, that I have no doubt it would be conceded at once if the matter were placed in the hands of our representative at Albany.

#### FINANCIAL.

|                                                     |                   |
|-----------------------------------------------------|-------------------|
| The expenditures for the year were.....             | \$93,672 83       |
| The current receipts for the same period were ..... | 88,273 79         |
| Leaving a deficit of.....                           | <u>\$5,399 04</u> |

Which amount has been paid from the Real Estate and Building Fund.

The expenditures were some three thousand less than that of the preceding year, while the current receipts have fallen off about fifteen hundred dollars.

The bills for the board and tuition of State pupils were rendered and collected by the treasurer.

All drafts or warrants from the counties of the State for support of county pupils or clothing of State pupils, were transmitted to the treasurer immediately on their receipt.

Miscellaneous and petty collections from individuals, sales from shops and from whatsoever other sources, have been promptly turned into the treasury by the superintendent's check.

Quarterly detailed statements by the treasurer of expenditures and receipts have been forwarded to the Comptroller at Albany.

#### REPAIRS AND IMPROVEMENTS.

The ordinary repairs necessary to buildings so extensive as ours, which have been erected upward of thirty-five years, forms an item of expense of greater proportion than those who are unfamiliar with the subject would suppose. Nothing short of continuous effort, involving

labor and material, will suffice to maintain the several buildings in a good state of preservation and sanitary condition. Your executive committee has fully realized this fact, and whenever it has had funds at its disposal, has authorized their disbursement to this end. While there is much yet to be done, it is safe to say that our buildings have not been in as good condition for years as they are to-day.

During the past year additional hard-maple flooring has been laid to the extent of over seven thousand feet, mainly in the school building and halls leading thereto.

Seventy-two clothes closets have been constructed on the upper floor of south wing, in connection with the compartments recently arranged for the accomodation of the larger female pupils occupying that dormitory. Six new wash-bowls set in marble have also been provided for the same room.

During the summer three hundred lineal feet of picket fence was put up on the south line of 165th Street recently graded.

The usual work of renovating the buildings, kalsomining and painting, was satisfactorily performed during the vacation months.

Repairs to steam, water and gas-pipes, where necessary, were made by our engineer, and such additional pipes, coils, etc., as were in his judgment necessary.

Four hundred and thirteen moss mattresses were re-made, much of the labor being performed by our own employees.

Four additional black walnut library cases have been constructed, accommodating about one thousand three hundred volumes.

#### INDUSTRIAL.

The question of a livelihood and how to obtain it, has engaged the earnest, prayerful consideration of men in all ages and, will continue so to do to the end of time.

To the deaf, this question has an import of more than ordinary significance. Although he may have received an average education in the class-room, which to a great degree has contributed to his happiness, his understanding has been enlightened, his knowledge of God and a risen Saviour, of the great world about him, all tend to contribute to his enjoyment, yet these of themselves will not suffice to enable him to answer the question propounded. To meet this difficulty, this and kindred Institutions conceived the idea of educating the hand as well as the head, that through the combination of both the vital question might be solved.

Solely for the benefit of its pupils, a large, well-lighted, comfortable building, with pleasant surroundings, was erected by this Institution

several years ago, to be used and occupied as a trades school for boys. Competent instructors were employed, and parents were given an opportunity to choose for their children one of the industries here taught. From this pioneer building the Institution has for years continued its mission for the uplifting of the deaf throughout the State. During that period it has graduated hundreds of mechanics who are to-day prosperous, well-to-do citizens, many of whom are still employed at the calling chosen when schoolboys at Fanwood.

If the advantages here afforded in class-room and shop are improved as they should be, success in life is as sure to follow as day is to succeed night. On the contrary if the pupils is indifferent, careless of results, willing to lean upon the parents and friends to be lifted over the rough places of life, and is content to remain in the slough of despondence, life will not be a success. While the number of the latter class are not numerous, yet they do exist. Every school for the deaf has its quota, and every community its drone though possibly not afflicted with deafness.

To this class among our deaf we direct much earnest effort and not unfrequently are rewarded by the positive arousing of a spirit of ambition, not to say enterprise.

Three hours per day is devoted to acquiring one of the following trades, viz:—Printing, shoemaking, carpentering and cabinet-making combined an tailoring. Gardening is also taught during the summer. The female pupils are taught dressmaking, shirt-making, plain-sewing and cooking. The ruling thought in the management of the several industries is to benefit the pupils.

In summarizing the result of their labors, we are obliged in some cases to affix values, as in no other way can we determine the amount or character of the work accomplished. This, therefore, should not be regarded as having any reference to the profit or loss of the industry to which the amount so placed relates.

The aggregate of industrial work for the year may be stated as follow :—

#### PRINTING.

Edwin A. Hodgson in charge ; number of boys employed, twenty-three ; from 13 to 21 years of age.

In the printing office the aim is to thoroughly drill and educate the pupil apprentices in the fundamental principles of the "art preservative." The mere object of accomplishing work is relegated to the background. The improvement of the pupil, and not the aggregate product of his labor, constitutes the measure of success.



The weekly newspaper affords the opportunity for the development of speed and accuracy. The job-work and the display work on the paper cultivates the taste for order and harmony. Both together conduce to an industry begotten of interest in every-day employment, and fit the pupils to take their places in the world as self-dependent and useful men.

|                                             |          |
|---------------------------------------------|----------|
| Value of work done for the Institution..... | \$506 58 |
| Custom work (cash received).....            | 1,116 95 |

#### SHOEMAKING.

John Lechthaler in charge ; number of boys employed, seventeen ; from 13 to 23 years of age.

Number of shoes made, 415 pairs.

Number of shoes repaired, 781.

Custom work (cash received).....\$11 40

#### CARPENTERING AND CABINETMAKING.

Edward Clearwater in charge ; number of boys employed, forty ; from 12 to 22 years of age. A considerable number of these are learning chair-caning, not being strong enough to work at the bench.

|                                                                                          |            |
|------------------------------------------------------------------------------------------|------------|
| Value of work done for the Institution in repairs and improvements. (Less material)..... | \$1,656 49 |
| Chair-caning for outside parties (cash received).....                                    | 23 00      |

#### TAILORING.

Charles Englehardt in charge ; number of boys employed, eleven ; number of girls, three ; from 12 to 24 years of age.

Number of coats and jackets made, 188.

Number of pants made, 298.

Number of vests made, 149.

Custom work (cash received)..... \$9 05

#### GARDENING.

Albert Metzger in charge ; number of boys employed, seven ; from 12 to 24 years of age. During the winter months the boys are assigned to the several shops.

|                                                 |            |
|-------------------------------------------------|------------|
| Value of produce furnished the Institution..... | \$2,101 88 |
| Sales (cash).....                               | 5 00       |

## COOKING.

Alice D. Gillette in charge. Two classes of the more advanced female pupils have received one lesson each per week. As these classes are drawn from the division in school, and receive but one lesson per week, they are not tabulated in the general summary as in the case of daily attendants.

At the close of the school term, Mrs. Gillette reported satisfactory progress made by her pupils, that much interest was awakened, and that without doubt the training here received will assert itself throughout their domestic experience.

## CLASSIFICATION OF INDUSTRIES.

| INDUSTRIES.       | MALES. | FEMALES. | TOTAL. |
|-------------------|--------|----------|--------|
| Printing.....     | 23     | —        | 23     |
| Shoemaking.....   | 17     | —        | 17     |
| Carpentering..... | 40     | —        | 40     |
| Tailoring.....    | 11     | 3        | 14     |
| Gardening.....    | 7      | —        | 7      |
| Dressmaking.....  | —      | 12       | 12     |
| Shirt-Making..... | —      | 14       | 14     |
| Plain Sewing..... | —      | 25       | 25     |
| Total.....        | 98     | 54       | 152    |

Each of the elder girls, in addition to the work as tabulated, has assisted in household duties during alternate weeks to the extent of one hour per day, in order to become familiar with the details involved, and, therefore, be better fitted for usefulness when returning to their homes.

The pupils not classified as connected with any of the industries, are those who are either too young or who are not robust in their physical development, therefore are not assigned to any regular employment, but are allowed to alternate between study and play.

To those who are familiar with the topography of our grounds, and have seen them since the division and subdivision growing out of avenue and street openings, need not be told that all of our playgrounds west of the Boulevard have been so enroached upon as to be useless for the purpose for which they were originally designed, or destroyed altogether. To remedy this loss to some extent, I have from time to time urged the necessity of a gymnasium for the use of our boys. I

am still of the opinion that a thoroughly equipped gymnasium would not only add vigor and strength to the physical and intellectual being of our boys, but would exert a moral influence upon them by its tendency to keep them on the grounds, preventing them from roaming about in search of amusement elsewhere, the tendency of which is to subject them to evil associations and practices, which, under the most unfavorable circumstances, they learn all too soon.

Many of the institutions for the deaf are already supplied with this requisite, others are agitating the subject, while its desirability in a school of this character is almost unanimously conceded.

In calling your attention to this matter, I do so with the hope that you will give it due consideration, and that in the near future you may see your way clear to act upon the suggestion thus feebly set forth.

Changes of clerk, first and second male supervisors, night-watchman, housekeeper and nurse, were made during the year.

Acknowledgements are due :—

To Roosevelt Hospital, for the admission and treatment of pupil.

To the Peoples Line of Steamers, for tickets at half fare for pupils going home for their summer vacation.

To the Superintendent of the American Institute, for free admission to the pupils of the Institution, with teachers and officers accompanying them.

To the Third Avenue Railroad Company, for half fare for pupils and officers attending American Institute Fair.

To Christian Klackner, Esq., for a number of very fine pictures, consisting of engravings, etchings, etc.

Respectfully submitted,

CHAUNCEY N. BRAINERD, *Superintendent.*

NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB, *October 1, 1892.*

## REPORT OF THE ATTENDING PHYSICIAN.

FOR THE YEAR ENDING SEPTEMBER 30, 1891.

## LIST OF CASES TREATED.

| DISEASES.                 | Cases. |
|---------------------------|--------|
| Abscess.....              | 2.     |
| Adenitis.....             | 1      |
| Bronchitis.....           | 1      |
| Cellulitis.....           | 3      |
| Contusions.....           | 2.     |
| Diarrhœa.....             | 1      |
| Eczema.....               | 1      |
| Epilepsy.....             | 1.     |
| Fever (remittent).....    | 5      |
| Fracture of Radius.....   | 1      |
| Influenza.....            | 30     |
| Neuralgia.....            | 2.     |
| Ovaritis.....             | 2      |
| Pleuritis.....            | 1      |
| Periostitis.....          | 1      |
| Rheumatism.....           | 5.     |
| Ringworm of Scalp.....    | 9.     |
| Sarcoma of Jaw.....       | 1      |
| Scarlatina.....           | 1      |
| Stomtitis.....            | 1      |
| Tonsillitis.....          | 53.    |
| Tuberculosis.....         | 2      |
| Typhitis (recurring)..... | 1      |
| Wounds (slight).....      | 2.     |
| Total.....                | 129    |

*To the President and Board of Directors :*

GENTLEMEN :—From the above list, it will be seen but few cases of serious illness have been treated during the past year.

The two cases of consumption are at present doing well, the disease being seemingly in quiescent state. The cases of scarlatina occurred in the person of a domestic. There have been no deaths during the year.

Yours respectfully,

W. T. ALEXANDER, M.D..

REPORT OF THE OPHTHALMOLOGIST AND OTOLOGIST.

38 EAST TWENTY-SIXTH STREET, }  
NEW YORK CITY, October 1, 1892. }

*To the President and Board of Directors of the New York Institution for the Instruction of the Deaf and Dumb:*

GENTLEMEN:—I have the honor to submit the following report of examinations, operations, etc., occurring in the Ophthalmological and Otological Departments during the past fiscal year :

OPHTHALMOLOGICAL.

| DISEASES, ETC.               | CASES. | REMARKS.                    | CASES. |
|------------------------------|--------|-----------------------------|--------|
| Abscess Upper Lid.....       | 1      | Cured.....                  | 1      |
| Astigmatism.....             | 1      | Benefitted by glasses.....  | 1      |
| Blepharitis.....             | 3      | Cured.....                  | 3      |
| Blepharo-Conjunctivitis..... | 1      | Cured.....                  | 1      |
| Chalazion.....               | 1      |                             |        |
| Conjunctivitis.....          | 16     | Cured and under treatment.  | 16     |
| Cataract, Traumatic.....     | 1      |                             |        |
| Canthoplasty.....            | 1      | Operated successfully.....  | 1      |
| Hypermetropia.....           | 4      | Glasses adjusted.....       | 4      |
| Iridectomy.....              | 1      | Operation.....              | 1      |
| Maculae Cornea.....          | 3      | Benefitted by treatment.... | 3      |
| Myopia.....                  | 8      | Glasses adjusted.....       | 8      |
| Phthisis Bulbi.....          | 1      |                             |        |
| Retinitis Pigmentosa.....    | 1      |                             |        |
| Strabismus Convergens.....   | 1      | Operation pending.....      | 1      |
| Trachoma, Acute.....         | 3      | Cured and under treatment.  | 3      |
| Trachoma, Sub-Acute.....     | 7      | Cured and under treatment.  | 3      |

OTOLOGICAL.

| DISEASES, ETC.                                   | CASES. | REMARKS.             | CASES. |
|--------------------------------------------------|--------|----------------------|--------|
| Otitis, Media, Purulentia.....                   | 6      | Cured.....           | 3      |
|                                                  |        | Under treatment..... | 3      |
| Epithelial cast of auditory canal, externus..... | 1      | Removed entire.....  | 3      |

It is my desire to supplement this report with a reiteration of the tenor of that of 1889, especially in reference to the care of pupils while away from the Institution during the vacation periods. An exacerba-

tion of eyelid disease is often very marked upon their return to us each fall, as was then mentioned. Any suggestions of your honorable body for the reduction or lessening of this evil coincident to their summer surroundings, would prove a great boon to quite a number and lessen the possibilities of evil of a kindred nature to the rest, thus indirectly acting as a sanitary measure for the good of the Institution at large.

Trusting that the pupils and inmates of the Institution may enjoy another year of general prosperity equal to that of the past, I have the honor to remain

Yours respectfully,

F. C. RILEY, M.D.

# CATALOGUE OF PUPILS

WHO HAVE BEEN

CONNECTED WITH THE NEW YORK INSTITUTION FOR  
THE INSTRUCTION OF THE DEAF AND DUMB, WITHIN  
THE TWELVE MONTHS ENDING SEPTEMBER 30, 1892.

## MALES.

| Name.                      | Town.             | County.   |
|----------------------------|-------------------|-----------|
| Abrams, William S.....     | New York.....     | New York. |
| Alonzo, Romon, Jr.....     | Brooklyn.....     | Kings.    |
| Amlauer, Charles.....      | New York.....     | New York. |
| Amnuth, Jacob.....         | New York.....     | New York. |
| Anderson, Robert H.....    | Brooklyn. ....    | Kings.    |
| Anderson, Wm. J.....       | Brooklyn.....     | Kings.    |
| Anhalt, George, Jr.....    | New York.....     | New York. |
| Avens, Frank.....          | Brooklyn.....     | Kings.    |
| Avens, James.....          | Brooklyn.....     | Kings.    |
| Bachman, Frederick.....    | New York.....     | New York. |
| Bagnall, Irwin E.....      | Brooklyn.....     | Kings.    |
| Barry Alfred G.....        | Brooklyn.....     | Kings.    |
| Baschen, Ascher.....       | New York.....     | New York. |
| Baxter, Archibald McL..... | New York.....     | New York. |
| Beck, Herman F.....        | Brooklyn.....     | Kings.    |
| Belch, James.....          | Brooklyn.....     | Kings.    |
| Benson, Orris.....         | Grahamsville..... | Sullivan. |
| Berg, Carl A.....          | Brooklyn.....     | Kings.    |
| Berg, Felix M. E.....      | Brooklyn.....     | Kings.    |
| Berg, Paul O. F.....       | Brooklyn.....     | Kings.    |
| Bettels, Henry.....        | New York.....     | New York. |
| Black, Hiram.....          | Cooperstown.....  | Otsego.   |
| Black, John M.....         | Brooklyn.....     | Kings.    |
| Blauth, William M.....     | New York.....     | New York. |
| Block, Charles.....        | New York.....     | New York. |
| Bohmier, George.....       | Maspeth.....      | Queens.   |
| Bowers, Wilbur L.....      | Brooklyn.....     | Kings.    |
| Boyd, William W.....       | New York.....     | New York. |

| Name.                      | Town.               | County.      |
|----------------------------|---------------------|--------------|
| Brady, Daniel.....         | Brooklyn.....       | Kings.       |
| Britt, James.....          | New York.....       | New York.    |
| Burch, Louis.....          | Bay Shore.....      | Suffolk.     |
| Burke, James.....          | New York.....       | New York.    |
| Burke, Joseph.....         | New York.....       | New York.    |
| Burland, Nicholas.....     | Hurley.....         | Ulster.      |
| Burt, David.....           | New York.....       | New York.    |
| Calwell, William.....      | Albany.....         | Albany.      |
| Cambell, John.....         | Troy.....           | Rensselaer.  |
| Capuano, Guiseppe....      | New York.....       | New York.    |
| Carman, Squire S.....      | New York.....       | New York.    |
| Carr, George W.....        | Urbana.....         | Steuben.     |
| Clinton, Richard T.....    | New York.....       | New York.    |
| Cocks, Samuel M....        | North Hempstead.... | Queens.      |
| Cohen, Abraham.....        | New York.....       | New York.    |
| Cohen, Henry.....          | New York.....       | New York.    |
| Cole, Charles W.....       | Tompkins.....       | Delaware.    |
| Connors, Frank.....        | New York.....       | New York.    |
| Cullimore, John N.....     | New York.....       | New York.    |
| Daly, Thomas.....          | New York.....       | New York.    |
| DeLaney, John, Jr.....     | Ancram.....         | Columbia.    |
| Dennison, Benjamin C.....  | New York.....       | New York.    |
| Dingman, Stafford.....     | Phœnix.....         | Oswego.      |
| Doody, Thomas..            | Albany.....         | Albany.      |
| Dorst, Henry.....          | New York.....       | New York.    |
| Drasky, Myar.....          | Schenectady.....    | Schenectady. |
| Droppe, Henry.....         | New York.....       | New York.    |
| Dyer, Samuel J., Jr.....   | Brooklyn.....       | Kings.       |
| Elflein, John A.....       | Roxbury.....        | Delaware.    |
| Elliot, Michael.....       | New York.....       | New York.    |
| Ellis, Eli, Jr.....        | Wawarsing.....      | Ulster.      |
| Fallon, Terry...           | Fishkill.....       | Dutchess.    |
| Falte, August.....         | New York.....       | New York.    |
| Fatier, Peter.....         | New York.....       | New York.    |
| Fedrman, Isaac.....        | New York.....       | New York.    |
| Ferguson, George J. R..... | Brooklyn.....       | Kings.       |
| Fink, William, Jr.....     | Tompkins.....       | Delaware.    |
| Framer, Frederick.....     | Ashland.....        | Greene.      |
| Fried, Max.....            | New York.....       | New York.    |
| Gaffney, James.....        | Brooklyn.....       | Kings.       |
| Gaunt, Charles.....        | New York.....       | New York.    |
| Gilmore, William.....      | New York.....       | New York.    |



| Name.                      | Town.                 | County.        |
|----------------------------|-----------------------|----------------|
| Glynn, Martin. ....        | New York.....         | New York.      |
| Gomez, Joaquin.....        | Socorro.....          | Rep. Colombia. |
| Goor, John.....            | New York.....         | New York.      |
| Gompers, Solomon A.....    | Brooklyn.....         | Kings.         |
| Greenlaw, William J.....   | New York.....         | New York.      |
| Greenwald, Henry A.....    | New York.....         | New York.      |
| Hadden, Benjamin F.....    | Brooklyn.....         | Kings.         |
| Hamm, George.....          | Brooklyn.....         | Kings.         |
| Hannon, Stephen.....       | Kingston.....         | Ulster.        |
| Hartnett, Dennis.....      | New York.....         | New York.      |
| Hatowsky, Louis.....       | New York.....         | New York.      |
| Hawley, William E.....     | Hamden.....           | Delaware.      |
| Hayes, Jeremiah.....       | Brooklyn.....         | Kings.         |
| Heil, John, Jr.....        | New York.....         | New York.      |
| Heerd, Herman.....         | New York.....         | New York.      |
| Hefferman, William.....    | Brooklyn.....         | Kings.         |
| Herrman, Louis.....        | New York.....         | New York.      |
| Hofstatter, Samuel.....    | New York.....         | New York.      |
| Hogan, John.....           | Albany.....           | Albany.        |
| Holmes, Henry.....         | New York.....         | New York.      |
| Howard, Edmund.....        | Brooklyn.....         | Kings.         |
| Hunter, Samuel H.....      | Troy.....             | Rensselaer.    |
| Hurson, Arthur L.....      | New York.....         | New York.      |
| Isbell, Chester M.....     | New York.....         | New York.      |
| Izquierdo, Arthur.....     | New York.....         | New York.      |
| Jackson, Rennie H.....     | Saratoga Springs..... | Saratoga.      |
| Johnston, Robert D.....    | New York.....         | New York.      |
| Kaiser, Charles.....       | New York.....         | New York.      |
| Kaplowitz, Israel.....     | New York.....         | New York.      |
| Keegan, Teddy.....         | Brooklyn.....         | Kings.         |
| Keiser, John.....          | New York.....         | New York.      |
| Kennedy, Edward.....       | New York.....         | New York.      |
| Kerr, Robert S.....        | New York.....         | New York.      |
| Kiernan, Peter J.....      | New York.....         | New York.      |
| King, Frederick G.....     | New York.....         | New York.      |
| Kistler, Joseph.....       | New York.....         | New York.      |
| Kniffen, Herman L.....     | Middletown.....       | Orange.        |
| Knipe, Alexander C.....    | Newburgh.....         | Orange.        |
| Koenig, Carl.....          | New York.....         | New York.      |
| Krekel, George.....        | New York.....         | New York.      |
| Kreicheldorf, William..... | New York.....         | New York.      |
| Kuhn, William.....         | New York.....         | New York.      |

| Name.                        | Town.             | County.      |
|------------------------------|-------------------|--------------|
| Lamm, Herman.....            | Brooklyn.....     | Kings.       |
| Lamprecht, William.....      | New York.....     | New York.    |
| Landre, Herman.....          | New York.....     | New York.    |
| Lane, Willard A.....         | New York.....     | New York.    |
| Lawton, Ralph.....           | Great Valley..... | Cattaraugus. |
| Lehmer, Charles.....         | New York.....     | New York.    |
| Levy, Joshua.....            | Brooklyn.....     | Kings.       |
| Loesch, Anton.....           | Brooklyn.....     | Kings.       |
| Long, Richard.....           | New York.....     | New York.    |
| Long, Walter.....            | New York.....     | New York.    |
| Long, William, Jr.....       | New York.....     | New York.    |
| Lorcer, Theodore.....        | New York.....     | New York.    |
| Losey, John E.....           | Deer Park.....    | Orange.      |
| Lynch, Daniel F., Jr.....    | New York.....     | New York.    |
| Lynch, William.....          | New York.....     | New York.    |
| McDonald, George B.....      | Brooklyn.....     | Kings.       |
| McEvoy, John J.....          | Fishkill.....     | Dutchess.    |
| McFarlane, Robert.....       | Brooklyn.....     | Kings.       |
| McVea, Robert.....           | New York.....     | New York.    |
| Magerski, Eli.....           | New York.....     | New York.    |
| Marks, Morris.....           | New York.....     | New York.    |
| Marshall, Leslie G., Jr..... | Rye.....          | Westchester. |
| Marshall, Winfield E.....    | Rye.....          | Westchester. |
| Mayer, Emil.....             | New York.....     | New York.    |
| Maynard, Robert E.....       | New York.....     | New York.    |
| Mendelsohn, Henry.....       | New York.....     | New York.    |
| Mendez, Josias D.....        | New York.....     | New York.    |
| Mentzinger, William W.....   | Brooklyn.....     | Kings.       |
| Messerschmidt, John.....     | New York.....     | New York.    |
| Meyer, David.....            | New York.....     | New York.    |
| Meyers, James.....           | Brooklyn.....     | Kings.       |
| Moeslein, Eugene.....        | New York.....     | New York.    |
| Moore, William, Jr.....      | New York.....     | New York.    |
| Morrison, Matthew H., Jr...  | New York.....     | New York.    |
| Muench, Henry.....           | Brooklyn.....     | Kings.       |
| Nimmo, Frederick M.....      | Brooklyn.....     | Kings.       |
| Nuszek, Joseph.....          | New York.....     | New York.    |
| O'Brien, John E.....         | New York.....     | New York.    |
| O'Neill, John.....           | Brooklyn.....     | Kings.       |
| O'Neill, Peter.....          | Brooklyn.....     | Kings.       |
| Ogle, James.....             | Newburgh.....     | Orange.      |
| Pace, Henry F. M.....        | New York.....     | New York.    |

| Name.                       | Town.                | County.      |
|-----------------------------|----------------------|--------------|
| Pape, Diedrich.....         | New York.....        | New York.    |
| Paul, Andrew.....           | Brooklyn.....        | Kings.       |
| Perry, Robert D.....        | Sault Ste Marie..... | Michigan.    |
| Peterson, Herman A.....     | Brooklyn.....        | Kings.       |
| Picard, Francis.....        | Albany.....          | Albany.      |
| Pickruhl, Charles R.....    | Brooklyn.....        | Kings.       |
| Pightling, Charles J.....   | Brooklyn.....        | Kings.       |
| Plapinger, Henry.....       | New York.....        | New York.    |
| Plapinger, Herman.....      | New York.....        | New York.    |
| Postlethwait, William D.... | New York.....        | New York.    |
| Powell, Henry.....          | New York.....        | New York.    |
| Powers, James.....          | Flushing.....        | Queens.      |
| Prinsinzing, Henry.....     | New York.....        | New York.    |
| Probst, Herman.....         | New York.....        | New York.    |
| Rappholdt, Edward.....      | New York.....        | New York.    |
| Reautey, Louis.....         | New York.....        | New York.    |
| Redmond, Harry.....         | Yonkers.....         | Westchester. |
| Reiff, Anthony C.....       | Brooklyn.....        | Kings.       |
| Renner, William.....        | New York.....        | New York.    |
| Resue, Wesley.....          | Olive.....           | Ulster.      |
| Robinson, Stanley.....      | New York.....        | New York.    |
| Rumpf, Charles.....         | New York.....        | New York.    |
| Ryan, Robert S.....         | Westchester.....     | Westchester. |
| Sanford, Charles J.....     | Rhinebeck.....       | Dutchess.    |
| Sartor, Albert.....         | New Lots.....        | Kings.       |
| Satow, Frederick.....       | New York.....        | New York.    |
| Seeling, James J.....       | New York.....        | New York.    |
| Schliech, Martin, Jr.....   | Brooklyn.....        | Kings.       |
| Sheinholtz, Herman.....     | New York.....        | New York.    |
| Short, William E.....       | Kingston.....        | Ulster.      |
| Shufelt, Floyd.....         | Cincinnati.....      | Cortland.    |
| Sigal, Beril.....           | Brooklyn.....        | Kings.       |
| Silliman, Frank D.....      | Fulton.....          | Schoharie.   |
| Silvermond, Benjamin.....   | New York.....        | New York.    |
| Simon, Nicholas.....        | New York.....        | New York.    |
| Slinn, Edward.....          | Ramapo.....          | Rockland.    |
| Smith, Burdette.....        | Albany.....          | Albany.      |
| Smith, Edward.....          | Hempstead.....       | Queens.      |
| Smith, Nicholas.....        | New York.....        | New York.    |
| Smith, Orlando D.....       | Grahamsville.....    | Sullivan.    |
| Smith, Samuel D.....        | Brooklyn.....        | Kings.       |
| Solomon, Isra Leo.....      | New York.....        | New York.    |

| Name.                    | Town.                 | County.      |
|--------------------------|-----------------------|--------------|
| Somel, Louis.....        | New York.....         | New York.    |
| Sorenson, John.....      | New York.....         | New York.    |
| Spells, William H.....   | Deer Park.....        | Orange.      |
| Spilker, Frederick.....  | Long Island City..... | Kings.       |
| Stacy, Albert.....       | Palmyra.....          | Wayne.       |
| Stauch, John.....        | New York.....         | New York.    |
| Suk, Anton.....          | New York.....         | New York.    |
| Sussmann, Jacob.....     | New York.....         | New York.    |
| Tanzas, Anton.....       | New York.....         | New York.    |
| Taylor, Walter B.....    | New York.....         | New York.    |
| Thompson, James.....     | New York.....         | New York.    |
| Thompson, Robert J.....  | Yonkers.....          | Westchester. |
| Tibner, Ulysses G.....   | Brooklyn.....         | Kings.       |
| Turner, Frank.....       | Brooklyn.....         | Kings.       |
| Unger, Louis.....        | New York.....         | New York.    |
| Utrazanka, Charles.....  | Newburgh.....         | Orange.      |
| Vernon, Christian E..... | New York.....         | New York.    |
| Wagele, Antoine.....     | New York.....         | New York.    |
| Wahlstrom, Oscar W.....  | Brooklyn.....         | Kings.       |
| Watson, William W.....   | Yonkers.....          | Westchester. |
| Weinberg, Isaac.....     | New York.....         | New York.    |
| Werr, Franklin H.....    | Bloomington.....      | Sullivan.    |
| Willis, Henry.....       | Brooklyn.....         | Kings.       |
| Winbon, John J.....      | Schodack.....         | Rensselaer.  |
| Wink, Frederick.....     | New York.....         | New York.    |
| Wolk, Israel.....        | New York.....         | New York.    |
| Wood, Frank J.....       | New York.....         | New York.    |
| Young, Howell O.....     | Yonkers.....          | Westchester. |
| Zerovitch, Harry.....    | New York.....         | New York.    |
| Zundel, Robert.....      | New York.....         | New York.    |
| Zundt, Edward.....       | Brooklyn.....         | Kings.       |

**FEMALES.**

|                            |                |           |
|----------------------------|----------------|-----------|
| Anderson, Elizabeth M..... | Brooklyn.....  | Kings.    |
| Baker, E. Clarabel.....    | Brooklyn.....  | Kings.    |
| Bammann, Emma.....         | New York.....  | New York. |
| Barnet, Charlotte A.....   | Brooklyn.....  | Kings.    |
| Berliner, Sarah.....       | New York.....  | New York. |
| Blackman, Katie.....       | Deer Park..... | Orange.   |
| Blaum, Josephine.....      | Syracuse.....  | Onondaga. |
| Block, Bertha.....         | New York.....  | New York. |
| Bogatiska, Margaret.....   | New York.....  | New York. |

| Name.                       | Town.           | County.      |
|-----------------------------|-----------------|--------------|
| Bolender, Jennie.....       | Brooklyn.....   | Kings.       |
| Bopp, Katie.....            | New York.....   | New York.    |
| Boyd, Margaret.....         | New York.....   | New York.    |
| Branfuhr, Margaret.....     | New York.....   | New York.    |
| Branfuhr, Mary.....         | New York.....   | New York.    |
| Bredemeyer, Kate.....       | New York.....   | New York.    |
| Brown, Minnie.....          | New York.....   | New York.    |
| Bullis, Lillian.....        | Kingston.....   | Ulster.      |
| Buss, Johanna.....          | Middletown..... | Richmond.    |
| Byron, Florence M.....      | New York.....   | New York.    |
| Caddy, Emma F.....          | Rondout.....    | Ulster.      |
| Cantine, Mary E.....        | Kingston.....   | Ulster.      |
| Clortie, Mary.....          | New York.....   | New York.    |
| Collegan, Lena.....         | New York.....   | New York.    |
| Daly, Josephine M.....      | Brooklyn.....   | Kings.       |
| Day, Lura.....              | Tompkins.....   | Delaware.    |
| Eaton, Mary.....            | Brooklyn.....   | Kings.       |
| Echols, Agnes E.....        | New York.....   | New York.    |
| Ehrlich, Kate.....          | New York.....   | New York.    |
| Elsworth, Mary L.....       | New York.....   | New York.    |
| Faust, Lizzie.....          | New York.....   | New York.    |
| Fenalli, Lagai.....         | New York.....   | New York.    |
| Finch, Elva.....            | Fulton.....     | Schoharie.   |
| Fish, Mabelle S.....        | New Castle..... | Westchester. |
| Fisher, Lizzie.....         | New York.....   | New York.    |
| Furman, Sarah.....          | Syracuse.....   | Onondaga.    |
| Gabie, Florence.....        | Yonkers.....    | Westchester. |
| Gartland, Catherine E.....  | Brooklyn.....   | Kings.       |
| Gibbs, Maud.....            | Brooklyn.....   | Kings.       |
| Glosque, Mary.....          | Yonkers.....    | Westchester. |
| Goldstein, Leah.....        | New York.....   | New York.    |
| Grant, Maud.....            | Newburgh.....   | Orange.      |
| Gray, Edith P.....          | Barker.....     | Broome.      |
| Hasty, Martha.....          | New York.....   | New York.    |
| Helst, Mary.....            | New York.....   | New York.    |
| Hemphill, Julia A.....      | New York.....   | New York.    |
| Hoag, Sarah J.....          | New York.....   | New York.    |
| Hoenack, Elsa.....          | New York.....   | New York.    |
| Hoffman, Mary.....          | New York.....   | New York.    |
| Hopfer, Dora.....           | Brooklyn.....   | Kings.       |
| House, Eliza M.....         | Brooklyn.....   | Kings.       |
| Hutschinreuter, Hetwich.... | New York.....   | New York.    |

| Name.                    | Town.                 | County.           |
|--------------------------|-----------------------|-------------------|
| Hutton, Nevada B.....    | Brooklyn.....         | Kings.            |
| Jaycox, Matha.....       | New York.....         | New York.         |
| Jerkofsky, Sarah.....    | New York.....         | New York.         |
| Jost, Mena.....          | New York.....         | New York.         |
| Judge, Alice.....        | New York.....         | New York.         |
| Kaminsky, Golde.....     | New York.....         | New York.         |
| Kempf, Catherine.....    | New York.....         | New York.         |
| Kncrr, Eliza.....        | New York.....         | New York.         |
| Kolik, Sadie.....        | New York.....         | New York.         |
| Kortright, Nellie.....   | New Lots.....         | Kings.            |
| Koehn, Bertha.....       | Fishkill.....         | Dutchess.         |
| Kummer, Louisa.....      | New York.....         | New York.         |
| Kurz, Josephine.....     | New York.....         | New York.         |
| Lorsson, Emma C.....     | Stony Point.....      | Rockland.         |
| Levin, Minna.....        | New York.....         | New York.         |
| Levy, Jane.....          | New Lots.....         | Kings.            |
| Little, Antoinette.....  | Newburgh.....         | Orange.           |
| McCatty, Ellen M.....    | Brooklyn.....         | Kings.            |
| McGirr, Kate.....        | New York.....         | New York.         |
| Miller, Eunice.....      | Gilboa.....           | Schoharie.        |
| Moore, Anna A.....       | Wappinger's Falls.... | Dutchess.         |
| Muller, Margaret A.....  | New York.....         | New York.         |
| Norton, Elizabeth.....   | Binghamton.....       | Broome.           |
| Ogle, Catherine.....     | Newburgh.....         | Orange.           |
| Ogle, Elizabeth.....     | Newburgh.....         | Orange.           |
| Ottmer, Katie F.....     | Brooklyn.....         | Kings.            |
| Patterson, Grace.....    | Tarrytown.....        | Westchester.      |
| Pearce, Mabel C.....     | Kingston.....         | Jamaica, B. W. I. |
| Peter, Christina M.....  | New York.....         | New York.         |
| Phillipski, Annie.....   | Yonkers.....          | Westchester.      |
| Pinder, Edna.....        | Minndeburgh.....      | Schoharie.        |
| Poblinski, Bessie.....   | New York.....         | New York.         |
| Price, Nellie C.....     | Brooklyn.....         | Kings.            |
| Quinn, Annie.....        | New York.....         | New York.         |
| Rapp, Mary E.....        | Albany.....           | Albany.           |
| Rosenberg, Mali.....     | New York.....         | New York.         |
| Rubuen, Golde.....       | New York.....         | New York.         |
| Russel, Agnes.....       | Newburgh.....         | Orange.           |
| Schaechter, Jennie.....  | New York.....         | New York.         |
| Schaefer, Catherine..... | New York.....         | New York.         |
| Schoonmaker, Amanda..... | Rochester.....        | Monroe.           |
| Snedden, Kate A.....     | New York.....         | New York.         |

| Name.                      | Town                  | County.   |
|----------------------------|-----------------------|-----------|
| Spahn, Bertha.....         | New York.....         | New York. |
| Spieles, Katie.....        | New York.....         | New York. |
| Starbuck, Anna L.....      | Malta.....            | Saratoga. |
| Tanzas, Mary.....          | New York.....         | New York. |
| Taylor, Ella F.....        | New York.....         | New York. |
| Thadwald, Elizabeth.....   | New York.....         | New York. |
| Towers, Florence L. I..... | New York.....         | New York. |
| Turner, Gertrude.....      | Brooklyn.....         | Kings.    |
| Turner, Louise.....        | Brooklyn.....         | Kings.    |
| Van Valkenburg, Carrie B.. | Oswego.....           | Oswego.   |
| Waidler, Ann L.....        | Long Island City..... | Queens.   |
| Wilson, Theresa.....       | New York.....         | New York. |
| Wolfersterg, Dorothy L.... | East Kingston.....    | Ulster.   |
| Wood, Clara M.....         | Goshen....            | Orange.   |
| Woolf, Addie.....          | New York.....         | New York. |
| Young, Blanche.....        | New York.....         | New York. |
| Zenner, Mary A. ....       | Brooklyn.....         | Kings.    |
| Zettel, Johanna.....       | New York.....         | New York. |

## A P P E N D I X.

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### TERMS OF ADMISSION.

I. Pupils are provided for by the institution in all respects, clothing and traveling expenses excepted, at the rate of \$300 per annum. Clothing will be furnished by the institution, if desired, at an additional charge of fifty dollars. Payment is required semi-annually in advance. Day pupils will be received at a charge of \$100 per annum, including books and stationery, payable semi-annually in advance. The school year for day pupils shall be considered to commence on the first Wednesday in September and end on the second Tuesday in June.

II. The regular time of admission is at the close of vacation, which extends from the second Tuesday in June to the first Wednesday in September. Pupils will be received at *any time*, when accompanied by the proper certificate of appointment.

III. No deduction will be made from annual charge in consequence of absence, on any account whatever, except sickness, nor for the vacation.

IV. Satisfactory security will be required for the punctual payment of bills and the suitable clothing of the pupils. In the case of pupils supported by their parents or friends, a bond will be required, the form of which is annexed to this report.

V. Application regarding the admission or dismissal of pupils, and correspondence with reference to their support, health and all matters other than those connected with education, must be addressed to the superintendent.

Correspondence with reference to the education of the pupils, must be addressed to the **Principal**.

The post-office address of the institution is Station M, New York.

VI. The selection of pupils over 12 years of age, to be supported at the public expense, is made by the Superintendent of Public Instruction, at Albany, to whom all communication on the subject must be addressed. Children of indigent parents, under 12 years and



over 5, may be admitted to the institution by certificate of any overseer of the poor, or supervisor.

VII. The clothing of the pupils over twelve years of age, selected and supported as *State* pupils, is chargeable to the county from which they come, at the rate of thirty dollars per annum, agreeably to the provisions of chapter 386, Laws of 1864.

VIII. Should objection exist to the admission of any individual, the board reserve to themselves, or their officers, a discretionary power to reject the application.

The above terms are to be understood as embracing the entire annual expenses to which each pupil is subjected. Stationery and necessary school books are furnished by the Institution. No extra charge is made in case of sickness, for medical attendance, medicine, or other necessary provisions.

It is suggested to the friends of deaf-mute children that the names of familiar objects may be taught them with comparative ease before their admission, and that the possession of such knowledge, in any degree, materially facilitates their subsequent advancement. To be able to write an easy hand, or, at least, to form letters with a pen, is likewise a qualification very desirable. In reference to this subject, it is recommended that the words which constitute writing lessons or *copies*, preparatory to admission, should be such as have been previously made intelligible to the learner.

In the case of each pupil entering the Institution, it is desirable to obtain written answers to the following questions. Particular attention to this subject is requested.

1. Name of the pupil in full.
2. Residence, Town, County, State.
3. When was he born?
4. Where was he born?
5. Was he born deaf?
6. At what age was hearing lost?
7. By what disease or accident did he become deaf?
8. Is the above the physician's opinion?
9. Is the deafness total or partial?
10. Have any attempts been made to remove the deafness, and if so, by whom, and with what result?
11. Have any attempts been made to communicate instruction?
12. Is there any ability to articulate or read on the lips?
13. Is he cleanly or otherwise?
14. Has he had any acute disease or received any bodily injury?
15. Is he laboring under any bodily infirmity, defective vision,

eruption, malformation of limbs, glandular swelling, rupture, epilepsy chorea, or palsy ?

16. Has he shown any signs of mental imbecility, idiocy or insanity ?

17. Has he ever used ardent spirits, opium or tobacco ?

18. Has he ever been vaccinated or had the Small-pox ?

19. Has he had the Scarlet Fever ? Measles ? Mumps ? Whooping-cough ?

20. Has he shown marked taste for any particular trade or business, or been accustomed to regular employment ?

21. Are there any other cases of deafness in the family, among relatives or ancestors ?

22. What is the name of the father ?

23. Where was he born ?

24. What is the name of the mother ?

25. Where was she born ?

26. What is the name and post-office address of the correspondent ?

27. What is the occupation of the father ?

28. Have either of the parents died ?

29. Has a second connection been formed by marriage ?

30. Were the parents related before marriage—*e.g.*, cousins ?

31. What are the names and ages of their children ?

32. What has been the pecuniary condition of the parents ? Indigent ? Easy circumstances ? Affluent ?

33. Has he any special mark or peculiarity of appearance ?

34. Color, color of eyes, stature, color of hair ?

35. How long has the applicant lived in the State of New York ?

36. How long in the county above named ?

37. How long have the parents, guardian, or nearest relative, lived in the State of New York ?

38. How long in the county above named ?

39. By whom is this information given ?

40. Please add such other information relating to the case as may be thought desirable.

By order of the Board of Directors.

ENOCH L. FANCHER, LL.D.,

*President.*

THATCHER M. ADAMS,

*Secretary.*

## LAWS AND BLANK FORMS. RELATING TO THE ADMISSION OF PUPILS.

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### CHAPTER 325, LAWS OF 1863.

As amended by Chapter 213, passed April 29, 1875, and Chapter 36, passed February 18, 1892, entitled, "An Act relative to the care and education of deaf-mutes."

*The people of the State of New York, represented in Senate and Assembly, do enact as follows :*

SECTION 1. Whenever a deaf-mute child, under the age of twelve years, shall become a charge for its maintenance on any of the towns or counties of this State, or shall be liable to become such charge, it shall be the duty of the overseers of the poor of the town, or of the supervisors of such county, to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution for the education of deaf-mutes.

§ 2. Any parent, guardian or friend of a deaf-mute child within this State, over the age of five years and under the age of twelve years, may make application to the overseers of the poor of any town, or to any supervisor of the county where such child may be, showing by satisfactory affidavit or other proof, that the health, morals or comfort of such child may be endangered or not properly cared for, and thereupon it shall be the duty of such overseer or supervisor to place such child in the New York Institution for the Deaf and Dumb, or in the Institution for the Improved Instruction of Deaf-Mutes, or in the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in the Albany Home School for the Oral Instruction of the Deaf at Albany, or any institution in the State for the education of deaf-mutes. As to which the Board of State Charities shall have made and filed with the Superintendent of Public Instruction a certificate to the effect that said Institution has been duly organized, and is prepared for the reception and instruction of such pupils.

§ 3. The children placed in said institutions, in pursuance of the foregoing sections, shall be maintained therein at the expense of the county from whence they came, provided that such expense shall not

exceed three hundred dollars each per year, until they attain the age of twelve years, unless the directors of the institution to which a child has been sent, shall find that such child is not a proper subject to remain in said institution.

§ 4. The expenses for the board, tuition and clothing for such deaf-mute children, placed as aforesaid in said institutions, not exceeding the amount of three hundred dollars per year above allowed, shall be raised and collected as are other expenses of the county from which such children shall be received ; and the bills therefor, properly authenticated by the principal or one of the officers of the institution, shall be paid to said institution by the said county, and its county treasurer or chamberlain, as the case may be, is hereby directed to pay the same on presentation, so that the amount thereof may be borne by the proper county.

§ 5. This act shall take effect immediately.

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EXTRACT FROM CHAPTER 555, LAWS OF 1864, TITLE 1, SECTIONS 9 AND 10. (As amended by chapter 213, entitled "An act to provide for the care and education of deaf-mutes").

Passed, April 20, 1879.

§ 6. Every person resident in this State between twelve and twenty-five years of age, whose parent or parents, or if an orphan, whose nearest friend shall have been resident in this State, for three years preceding, and who make application for that purpose, shall be received, if deaf and dumb, into one of the following named institutions, viz : The New York Institution for the Deaf and Dumb, the New York Institution for the Improved Instruction of Deaf-Mutes, the Le Couteulx St. Mary's Institution for the Improved Instruction of Deaf-Mutes in the city of Buffalo, or in the Central New York Institution for Deaf-Mutes in the city of Rome, or in any institution in this State for the education of deaf-mutes, *provided his or her application be approved by the Superintendent of Public Instruction.* The pupil so sent to either of the institutions aforesaid shall be provided with board, lodging and tuition, and the directors of said institution shall receive for each pupil so provided for, the sum of three hundred dollars per annum, in quarterly payments, to be paid by the Treasurer of the State, on the warrant of the Comptroller, to the treasurer of said institution, on his presenting a bill showing the actual time and number of such pupils attending the institution, and which bill shall be signed by the president and secretary of the institution, and be verified by their oaths. The regular term of instruction for such pupils shall be five years ; but the Superintendent of Public Instruction may, in his discretion, extend the term of any pupil for a period not exceeding three

years. The pupils provided for in this and the preceding section of this title shall be designated State pupils, and the existing provisions of law applicable to State pupils now in said institution shall apply to pupils herein provided for.

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EXTRACT FROM CHAPTER 615, LAWS OF 1886, entitled "An act to amend section 9 of title 1 of chapter 555 of the Laws of 1864."

Passed, June 10, 1886.

§ 9. All deaf and dumb persons resident in this State and upwards of twelve years of age, who shall have been resident in this State for three years immediately preceding the application, or, if a minor, whose parent or parents, or, if an orphan, whose nearest friend shall have been resident in this State for three years immediately preceding the application, shall be eligible to appointment as State pupils in one of the deaf and dumb institutions of this State, authorized by law to receive such pupils; and all blind persons of a suitable age and similar qualifications, shall be eligible to appointment to the institution for the blind in the city of New York, or in the village of Batavia, as follows: All such as are resident of the counties of New York, Kings, Queens, Suffolk and Richmond, shall be sent to the institution for the blind in the city of New York; those who reside in other counties of the State shall be sent to the institution for the blind in the village of Batavia. All such appointments, with the exception of those to the institution for the blind in the village of Batavia, shall be made by the Superintendent of Public Instruction, upon application, and in those cases in which, in his opinion, the parents or guardians of the applicants are able to bear a portion of the expense, he may impose conditions, whereby some proportionate share of expense of education and clothing such pupils shall be paid by their parents, or guardians or friends, in such manner and at such times as the superintendent shall designate, which conditions he may modify, from time to time, if he shall deem it expedient to do so.

§ 3. This act shall take effect immediately.

## APPLICATION

FOR THE ADMISSION OF COUNTY PUPILS.

*To be made to and retained by the Supervisor or Overseer of the Poor.*

STATE OF NEW YORK, }  
County of....., } ss.:

.....of the town of.....in said county, hereby  
certificates that he is the.....of.....a deaf-  
mute child, residing in said town, and who was born on the....day of

.....18 , and that in consequence of the want of education, the health, morals and comfort of said child may be endangered or not properly cared for ; and the undersigned hereby makes application for the said child to be placed in the New York Institution for the Instruction of the Deaf and Dumb, for support and education, pursuant to chapter 325 of the Laws of 1863, as amended by chapter 213 of the Laws of 1875.

Dated....., 18 .

### CERTIFICATE.

*To be granted by Supervisor or Overseer of the Poor and sent to the Institution.*

STATE OF NEW YORK, } ss.:  
County of....., }

I have this day selected.....of the town of.....county of....., son [or daughter] of....., who was born on the.....day of....., 18 , to the....day of....., 18 , (he being then twelve years of age), to be educated and supported therein during that period, at the expense of the county of.....in conformity with the provisions of chapter 325, Laws of 1863, as amended by chapter 213 of the Laws of 1875.

..... } .....  
..... } of the town of  
..... }

Dated....., 18 .

### APPLICATION

#### FOR THE ADMISSION OF STATE PUPILS.

*To the Managers of the New York Institution for the Instruction of the Deaf and Dumb, at 163d Street and Eleventh Avenue, New York City:*

The undersigned, desiring to procure the admission of.....as a State pupil, in the Institution above named for the purpose of receiving the benefits of education, would submit the following statement of facts :

State the real and full name of applicant.

Answer.....

State the residence of the applicant, as follows :

State,.....County,.....Town or city,.....

NOTE.—(Name Street and Number.)

How long has the applicant lived in the State of New York ?

Answer.....

How long in the County above named ?

Answer.....

State full names of parents, guardians or nearest relative of applicant.

Answer....

State the residence of the above named parents, guardians or nearest relative as follows :

State,.....County,.....Town or city,.....

State how long the above named parents, guardians or nearest relative have lived in the State of New York.

Answer.....

How long in the County above named ?

Answer.....

When was the applicant born ?

Answer.....

State where.

Answer.....

Is the applicant of good moral character ; free from disease ; and does he possess intellectual faculties capable of instruction ?

Answer.....

Has the applicant ever been a pupil in any Institution for the .....and if so, what one, and for how long ?

Answer.....

Has the applicant, or the parents, relative or guardian above named, sufficient pecuniary ability to pay for any portion of the board, tuition or clothing of said applicant at said institution ?

Answer.....

State any other fact or facts, connected with the history of applicant, that will aid in determining this application.

Answer.....

Dated at.....this.....day of.....18 ..

NOTE.—It is desired that the application and affidavit be made by the parents, guardian or some relative of applicant, but when not practicable so to do, may be made by a party who has knowledge of the facts. If not made by the parent, state how the person making the application became conversant with the facts.

STATE OF NEW YORK, }  
County of..... } ss. :

The undersigned, being duly sworn, says that.....  
is the parent, guardian or relative of applicant above named, and that

the above statement signed by.....is true to the best of.....  
knowledge and belief.

Sworn to before me this..... }  
day of.....18 }

### CERTIFICATE

OF ALDERMAN, SUPERVISOR, TOWN CLERK OR OVERSEER OF THE POOR.

The undersigned hereby certifies that he has satisfactory evidence for believing that the foregoing statement is correct, and would recommend the application to the favorable consideration of the Superintendent of Public Instruction.

To the Hon.....

*Superintendent of Public Instruction, Albany, N. Y.:*

The undersigned hereby recommend that the above named applicant.....be appointed a pupil in the New York Institution for the Instruction of the Deaf and Dumb at New York for the term of.....years, from.....and that clothing be furnished by.....

*Superintendent.*

### FORM OF BOND.

Know all men by these presents, that we.....of.....in the county of.....and State of....., and.....of.....in the county of.....and State of.....are held and firmly bound unto.....the treasurer of the New York Institution for the Instruction of the Deaf and Dumb, and his successor in office in the sum of.....dollars, for which payment, well and truly to be made, we bind ourselves, our heirs, executors, and administrators, jointly and severally, firmly by these presents.

Sealed with our seals. Dated at.....this.....day of.....A. D.....

Whereas.....of.....in the county of.....and State of.....has



been or is about to be admitted as a pupil in the Institution aforesaid ;

Now, therefore, the condition of this obligation is such, that if the above named obligors shall well and truly pay, during the continuance of the said....., as such pupil, the sum of three hundred dollars per annum for.....board and tuition, semi-annually in advance, and shall also pay in advance the sum of fifty dollars a year for clothing, and shall also pay on demand all sums charged to the account of said.....for money or necessary articles furnished to said.....; and shall also pay interest on each bill, from and after the time it shall become due, then this obligation to be void, otherwise to remain in full force and virtue.

Sealed and delivered in }  
presence of }

.....[ L. s. ]  
.....[ L. s. ]

### SITUATION OF THE INSTITUTION.

The grounds occupied by the Institution comprise about twenty-six acres, and are located upon the banks of the Hudson River at Washington Heights, between One Hundred and Sixty-second and One Hundred and Sixty-fifth Streets. The entrances to the grounds are at the junction of Amsterdam Avenue (formerly Tenth Avenue) and Kingsbridge Road, near One Hundred and Sixty-third Street, about nine miles from the City Hall.

The institution can be reached by all elevated railroads to Harlem, and thence by cable road on One Hundred and Twenty-fifth Street, to One Hundred and Sixty-second Street on Amsterdam Avenue.

### PUBLIC MEETINGS.

While the Institution is opened to visitors during the daily sessions of the school, there are two occasions of more than ordinary interest when public exercises are held in the chapel, viz: At the annual election of officers and directors, on the third Tuesday of May, and at the close of the academical term, on the second Tuesday of June, answering to commencement in other seminaries of learning. The members of the Institution are earnestly requested to attend on these occasions, notices of which will be given in the newspapers.

### FORM OF BEQUEST.

I give and bequeath to the New York Institution for the Instruction of the Deaf and Dumb, incorporated by the Legislature of New York in the year 1817, the sum of.....dollars.

*This Institution holds in perpetual and grateful remembrance  
the names of its*

**MUNIFICENT BENEFACTORS.**

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|                       |                           |
|-----------------------|---------------------------|
| EPHRAIM HOLBROOK,     | SETH GROSVENOR,           |
| WILLIAM DENNISTOUN,   | SIMON V. SICKLES,         |
| ELIZABETH DEMILT,     | THOMAS C. CHARDAVOYNE,    |
| MADAME ELIZA JUMEL,   | JAMES ANDERSON,           |
| SARAH STAKE,          | THOMAS FRIZZELL THOMPSON, |
| SARAH DEMILT,         | THOMAS RILEY,             |
| JOHN NOBLE,           | JAMES N. COBB,            |
| THOMAS EGGLESTON,     | ELIZABETH GELSTON,        |
| SAMUEL S. HOWLAND,    | ROBERT C. GOODHUE,        |
| THOMAS EDDY,          | DANIEL MARLEY,            |
| BENJ. F. WHEELWRIGHT, | ELIZA MOTT,               |
| MARIA M. HOBBY,       | SAMUEL WILLETTTS,         |
| BENJAMIN ABRAMS,      | JAMES KELLY,              |
| JOHN ALSTYNE,         | LEONA L. BOLLES,          |
| MARY ROGERS,          | BENJAMIN F. BUTLER, SR.,  |
| JULIA A. DELAPLAINE,  | CHARLES W. COOPER,        |
| MRS. JOHN F. NORBURY, | ELIZABETH FOGG.           |

# SEVENTY-FOURTH ANNUAL REPORT

AND

UNIV. OF MICH.

DOCUMENTS

APR 17 1908

OF THE

## New York Institution

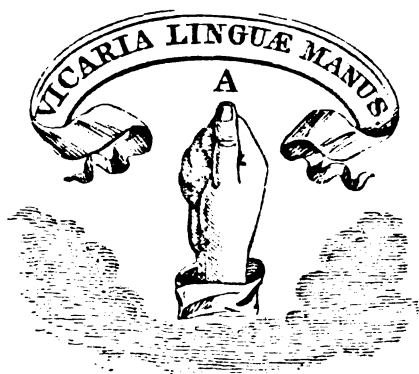
FOR THE

## Instruction of the Deaf and Dumb.

TO THE

LEGISLATURE OF THE STATE OF NEW YORK,

For the Year 1892.



NEW YORK :

PRINTED AT THE NEW YORK INSTITUTION FOR THE DEAF AND DUMB.  
1893.

